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ABSTRACT

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module is designed for hotel stewarding staff in one participating hotel. An introductory section gives an overview of the curriculum and offers suggestions for classroom presentation. The curriculum consists of six instructional units on these topics: alphabets and numbers; simple social dialogue; discussing location of items; clarifying communications; basic safety precautions; and use of safety measures for chemicals. The listening script and answers keys are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 606

WESTIN ST. FRANCIS

STEWARDING DEPARTMENT

ENGLISH COMMUNICATION

MODULE I

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Project EXCEL
Career Resources Development Center
655 Geary Street
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PROJECT EXCEL:

Workplace Communication Training for Hotel Workers

a project of Career Resources Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.

PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance ar[illegible]nding regulations as required by the federal government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.

GOALS OF THE TRAINING

The goals of the training are to enable workers togain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program

enables employees to understand written work orders so they may perform tasks independently,
enhances employees' ability to comprehend and communicate with supervisors and co-workers, and
encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

❶ Identify needs at the workplace *(1 week)*

Our experienced staff and curriculum developers conduct interviews with:

Managers
Supervisors
Workers
Union Representatives

to identify those areas where your employees would most benefit from instruction and training.

❷ Analyze job tasks and communication skills
(1 week)

Curriculum developers and instruc tors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

❸ Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel's policies and the needs identified by your own staff as a basis for instruction.

❹ Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

❺ Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your work site. Please call , Project EXCEL's Program Coordinator, at 415/775-8880, extension 22

" As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team."

Tom Passantino
Director of Training
Sheraton Palace Hotel, San Francisco

" For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace."

Gwen Kaplan
President
Ace Mailing Inc., San Francisco

" The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language."

Barbara Radcliffe
Human Resources Director
Just Desserts Inc., San Francisco

" All over The City, hotel employees are polishing up their English -- at work -- in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers."

San Francisco Examiner
Business Section, November 13, 1992

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FUNCTIONAL OBJECTIVES

Language Functions	Language Competencies
1. ALPHABET AND NUMBERS	
a. Alphabet: spelling names.	a. Can recognize and dictate letters and numbers.
b. Numbers: counting.	b. Correctly spell names.
c. Identifying names of supplies and equipment.	c. Can identify banquet supplies with their names.
2. SMALL TALK	
a. Greeting and responding.	Can properly greet and respond to greetings with co-workers, supervisors, and hotel guests, and can understand menu symbols.
b. Reading banquet menu symbols.	
3. LOCATIONS & INSTRUCTIONS	
a. Indicating location of an object.	a. Can correctly give location of an object.
b. Making requests for locations.	b. Can ask for locations and for help.
c. Taking instructions.	c. Show understanding and can respond to given instructions.
d. Indicating understanding of given instructions.	
e. Responding to a request for help.	
4. CONFIRMING & CLARIFYING INFORMATION	
a. Repeating instructions back.	a. Can ask for repetition, confirmation & clarification of given instructions.
b. Confirming given instructions.	b. Can express lack of understanding.
c. Clarifying key information.	
d. Indicating failure to hear or understand.	
5. SAFETY ON THE JOB	
a. Giving warning of danger.	a. Can warn co-workers of hazardous things or situations.
b. Pointing out a hazard.	b. Show understanding of hotel safety rules--on-the-job safety & accidents.
c. Inquiring about possible dangers.	
d. Understanding hotel safety rules.	
6. SAFETY WITH CLEANSERS	
a. Reading key words on labels.	a. Understand key information on labels of chemical containers.
b. Understanding warning and use directions on chemical containers.	b. Understand use directions and cleaning procedures.
b. Understanding precautions in using cleaning solutions.	

TO THE TEACHER

This module is designed for the limited English-proficient (LEP) stewards at the Westin St. Francisco Hotel in San Francisco. It consists of 6 units 32 communication activities for a 36-hour course. Listening scripts and answer keys are provided at the end of the module for the teacher's easy reference. A cassette tape which contains all the dialogues for speaking and listening activities accompanies this curriculum.

FORMAT OF EACH UNIT

Each unit in this module is divided into several sections:

Unit topic
The topic of each unit focuses on a language function, such as confirming and clarifying information of Unit 4 ("What Did You Say?"), or a workplace-related issue, such as "Safety First" in Unit 6.

Warm Up and Introduction
In this module, most units start with an introduction to the language--the vocabulary, phrases, sentence pattern and dialogues--to be taught in the units. The warm up sections give a brief preview of target issues by eliciting and examining class participants' input and individual experiences before the unit material is introduced.

Dialogues and Useful Expressions
When a unit's language function involves two way communication, such as asking for and giving directions in Unit 3, the introduction is in the form of dialogues. DIALOGUES present an example of a situation of the function(s) focused on in the unit. They are not dialogues that students should memorize; instead, students through dialogues are introduced to the vocabulary and expressions, which are commonly used on the job. They can see how the vocabulary and expressions are used by fluent English-proficient room stewards in a meaningful context. The Jazz Chant in Unit 5 is an exception, however. Because it pertains to a few important and commonly used warnings for emergency and safety purposes, it is especially designed for easy memorization.

In instruction, you may first describe to the students the characters and the situation in each dialogue, then have the students listen to the entire dialogue once or twice with their handouts turned over, and then ask them

comprehension questions. Afterwards, have the students look at the handout again and role play the dialogues first with you, then with each other.

Exercises
There are a variety of exercises for practicing the material taught in previous sections. The first exercise, such as LISTENING, is usually "controlled." Controlled exercises require the student to simply recognize information and report it orally.

The later exercise sections are much freer. Designed to encourage the students to use learned information and skills, these exercises, such as role plays, are open-ended and communicative. Many of them require students to work in pairs or small groups; it is thus important to set the scene clearly so that the students know exactly what they have to do. It is also essential for you as a teacher *not* to interrupt students in the middle of a sentence or conversation when an error occurs. Your role should be as a monitor; if necessary, you may wish to make notes of some good responses as well as mistakes students make and bring them up after the exercise. Oftentimes, you may find it helpful to establish criteria with your students. For example, before doing an activity, decide on one or two areas, such as using correct intonations or maintaining good eye contact, in which you will give feedback. At the end of the activity, give feedback to your students just in those areas chosen.

Note: Because some students may feel that they should be corrected constantly by the teacher or that the teacher should control the whole lesson, it is sometimes necessary to explain the rationale behind pair or group work before starting the exercise. The main reasons for using pair and group work are:

1) The amount of time students get to talk is greatly increased, which in turn increases their fluency in English.
2) Most students feel more comfortable talking with fellow students than with teachers or in front of the whole class; they perform more naturally and discover how much they can communicate using the English skills they already have.
3) Playing roles in the exercises prepares students for the roles they play and for the English they use in real-life work environment.

Some (difficult) exercises can be done over again in different pairs or groups to increase student's confidence and to provide them with a feeling of progress. It is preferable to have students change partners frequently and thus make conversations less predictable.

If possible, record a group in action and play back the recording for analysis by the rest of the class. The teacher may also make it common practice to have a

pair or group of students perform in front of the class after each exercise. Both serve as good wrap-up activities.

Workplace Vocabulary

In Unit 1 through 5, there is a series of sections introducing sorted names of supplies such as the four sets of dining ware used at the four restaurants in the hotel. Because there are very few graphics of the supplies, it is important to get the actual supplies from the stewarding department for instruction, preview and review activities and for students to draw. Through such observations and drawings, which usually precede a LISTENING exercise, students may find it easy to remember the terminology and to identify objects with their names.

From Unit 3 to 5, there is a LET'S TRY IT section attached as the second half of the course material. In form, it is a more intensive linguistic arrangement which usually includes all four language foci (listening, reading, speaking and writing) plus role playing. In content, it reinforces the vocabulary and expressions taught in the previous sections plus introduces new work-specific verbs in dialogues and practice exercises.

UNIT FEATURES

1. VOCABULARY & EXPRESSIONS

The vocabulary boxes at the beginning of Unit 5 and the LISTENING activity of each LET'S TRY IT section highlight vocabulary which might be new to the language learners. This vocabulary should be discussed using modeling, realia and/or Total Physical Response (TPR) techniques in the context of the following dialogues. The vocabulary words are reinforced throughout the module.

2. GETTING READY

This is a warm up activity which affords students the opportunity to discuss issues they have encountered on the job. They may also be used to address, for example, cross-cultural differences in expectations of appropriate safety behavior in the workplace. Students should be allowed to examine and discuss these issues from various cultural viewpoints. At the same time, the instructor should point out those behaviors which are deemed appropriate in the American workplace.

3. JAZZ CHANTS AND DIALOGUES

The Jazz chant in Unit 5 is used to introduce the main language functions of the unit. It provides a lively format for pronunciation, intonation and real-life practice. Ideally, you should model the chant a few times while going over the

vocabulary and functional content. The chant should be practiced chorally at first. Variations include dividing the class in half to practice the chant and finally, when students are comfortable performing the chant, they should be given the opportunity to refine the chant through pair work practice. A listening activity follows, which encourages students to focus on discreet points of the chant.

In teaching dialogues, first ask questions about the picture(s) and direct students focus on the target language. It also helps students make inferences about the people/objects and the dialogue based on the visual cues. Afterwards, read or play the dialogues through once or twice. When students listen to the dialogues in the LET'S TRY IT sections, they should have their books closed. Ask comprehension questions, and then play the tape again, pausing for repetition and discussion of how to use each expression focused on and explaining new words and expressions as needed. Finally, have students repeat or practice each dialogue with you through role playing. For example, you play the role of Person A and the class Student B. Switch roles and practice a few more times, then divide the class into two groups and practice again before pair practice. It is always important to emphasize accurate stress, rhythm and intonation, and feeling while you are practicing with them. As a optional wrap up activity, have one or more pairs/groups role play the dialogue for the rest of the class.

4. LISTENING

There are two types of listening activities in this text. One is listening then circling the correct letters, words or responses. For this type of listening exercise, students may find it helpful to accomplish the activity if its instruction is well explained. It is therefore suggested that you model the activity before turning it over to them.

The other type of listening activity is dictation--a combination of listening and writing. In conducting such an activity, you need to read the task or play the tape three times; the first time for students to listen only, the second time to listen and write (to dictate), and the third time to check their answers. Afterwards, go over the answers with the students, writing them down, as needed, on the board or having students do so. Please note that some activities require a precise dictation--students need to write down each word they hear; while others call for general comprehension. If you still have time for a follow-up activity, you may wish to have students role play dialogues in listening tasks by handing out listening script.

5 SPEAKING

In doing the speaking exercises, make sure that students know what they are supposed to do and that they should do as much of the speaking as possible. It is

thus suggested that you begin by having two students model the activity for the class, more than once if necessary, so that you can assess whether the students understand what to do.

While the students are modeling, remind the class of how they should *talk* instead of read to each other by looking at each other in the eye as much as possible and by looking at the handout as little as possible. If necessary, spread student pairs around the classroom so that they won't be bothered by the pairs around them.

6. READING

The reading exercises are kept to a minimum in all units but the last one which teaches how to read labels and instructions of cleansers. In this curriculum, reading activities take on different forms, some in the form of identifying safety instructions or violated safety rules, and some fitting expressions into dialogues. The language in the reading exercises is controlled, though in Unit 6 the reading task is not limited to what has been used in the preceding activities and units. However, due to the fact that students will probably be able to understand more English than they can actively produce and that they will be reading safety instructions more than speaking, not every new word needs to be introduced and explained. Instead, much vocabulary can be understood in context while certain words can be passed over as long as they don't hinder overall comprehension. It is therefore necessary to tell your students that they do not need to understand all of the vocabulary or to translate every word in order to get meaning out of it.

7. WRITING

Writing is also kept to a minimum throughout the curriculum as it is not required by the stewarding position. Nevertheless, writing activities are included in some of the units to reinforce the acquired structures. Most of the writing exercises are combined with other language foci such as reading and speaking, as writing is a "combined" skill with reading, speaking and listening.

If the writing activities are assigned for homework, you may wish to go over the examples and even the first question with the class until you are assured with students' understanding of the activities. Go over the answers at the next class meeting and answer the questions students may have. If a student failed to finish his/her homework, don't let him copy the answers in class. Assign it as his homework again or ask him to do it after class, and then check his answers in the following class meeting.

8. ROLE PLAY

Role plays are one of the freest, most open-ended exercises of all the communication activities. However, in this curriculum, the role play activities, which contain specific yet simple instructions, require less effort. Allow a few minutes for students to silently read through the instructions and prepare for their roles in advance.

The point of such a communication activity is to reinforce language skills taught in the previous activities. It also affords an opportunity in which students also need to apply their own communication skills and experience.

Consequently, as you monitor the role play activity, try not to interrupt the flow of conversation in any way but jot down errors and give help where it is needed. If you find that students consistently make a certain error, then you may wish to take some time out for explanation. Giving plenty of examples which contrast correct and incorrect language always serves as excellent support for your explanation.

Like many other activities, you have to carefully explain the instructions plus demonstrate how to do it before beginning the activity, and have some students (or volunteers) to do it in front of the class at the end of the exercise. You may also have to repeat the exercise after switching each student's partner and role.

UNIT 1: ALPHABETS AND NUMBERS

Listen and repeat.

	1	2	3	4	5	6	7	8	9	10	11
Capital	A	B	C	D	E	F	G	H	I	J	K
Small	a	b	c	d	e	f	g	h	i	j	k

12	13	14	15	16	17	18	19	20	21	22
L	M	N	O	P	Q	R	S	T	U	V
l	m	n	o	p	q	r	s	t	u	v

23	24	25	26
W	X	Y	Z
w	x	y	z

Practice the numbers and letters with your teacher. Then, find a partner and practice again. Follow the example.

1. your teacher: "A"
   you: "1"

2. your teacher: "1"
   you: "A"

Copy the upper case form.

_____

_____

_____

Copy the lower case form.

_____

_____

_____

LISTENING

Listen and circle the right letters or names.

1.	A	C	S	O	8.	m	p	b	c
2.	L	R	B	I	9.	o	q	p	u
3.	B	P	G	V	10.	h	x	s	f
4.	C	D	J	G	11.	Jorge		Gordge	
5.	A	L	E	I	12.	Dennis		Denise	
6.	Z	G	C	E	13.	John		Joan	
7.	A	I	E	U	14.	Allen		Helen	

Listen and write the letters and names. **"Capitalize"** the names.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____

7. *Denny Chow* 8. _____ 9. _____ 10. _____

WHAT'S YOUR NAME?

Follow the example and ask your classmates for their names. Write them down below. Remember to **"Capitalize"** each name.

Example:
A: What's your name?
B: My name is Alice Harding.
A: Could you spell your first name?
B: A-L-I-C-E.
A: Thank you.

A: What's your name?
B: Jim Wong.
A: How do you spell your last name
B: W-O-N-G.
A: Thank you.

Alice Harding _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Listen and repeat

1	2	3	4	5	6	7	8	9	**10**
11	12	13	14	15	16	17	18	19	**20**
21	22	23	24	25	26	27	28	29	**30**
31	32	33	34	35	36	37	38	39	**40**
41	42	43	44	45	46	47	48	49	**50**
51	52	53	54	55	56	57	58	59	**60**
61	62	63	64	65	66	67	68	69	**70**
71	72	37	74	75	76	77	78	79	**80**
81	82	83	84	85	86	87	88	89	**90**
91	92	93	94	95	96	97	98	99	**100**
101	102	103	104	105	106	107	108	109	**110**

Listen and circle the numbers you hear.

a.	1	5	7	3	9
b.	6	3	4	2	10
c.	12	11	14	18	15
d.	13	30	33	23	3
e.	16	66	6	26	56
f.	45	57	86	29	75
g.	46	64	44	66	86
h.	101	110	112	102	111
i.	150	115	105	151	501

Listen and write the numbers you hear.

A. ___ ___ ___ ___ ___ ___ ___

B. ___ ___ ___ ___ ___ ___

C. _____ _____ _____ _____ _____ _____

HOLLOWWARE

MATERIAL	SHAPE	SIZE	SUPPLIES
silver	oval ⬭	small	tray
plastic	round ◯	medium	dish
china	square □	large	bowl
glass	octagonal ⯃		holder
			supreme
			parfait
			basket

Look at each item your teacher has. Listen to the choices and circle the right material, shape, size or name of supply.

(MATERIAL)

1. a) silver b) plastic c) china d) glass
2. a) silver b) plastic c) china d) glass
3. a) silver b) plastic c) china d) glass
4. a) silver b) plastic c) china d) glass
5. a) silver b) plastic c) china d) glass
6. a) silver b) plastic c) china d) glass
7. a) silver b) plastic c) china d) glass
8. a) silver b) plastic c) china d) glass

(SHAPE)

9. a) oval ⬭ b) round ◯ c) square □ d) octagonal ⯃
10. a) oval ⬭ b) round ◯ c) square □ d) octagonal ⯃
11. a) oval ⬭ b) round ◯ c) square □ d) octagonal ⯃
12. a) oval ⬭ b) round ◯ c) square □ d) octagonal ⯃
13. a) oval ⬭ b) round ◯ c) square □ d) octagonal ⯃

(SIZE)

14. a) small b) medium c) large

15. a) small b) medium c) large

16. a) small b) medium c) large

17. a) small b) medium c) large

18. a) small b) medium c) large

(NAME OF SUPPLY)

19. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

20. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

21. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

22. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

23. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

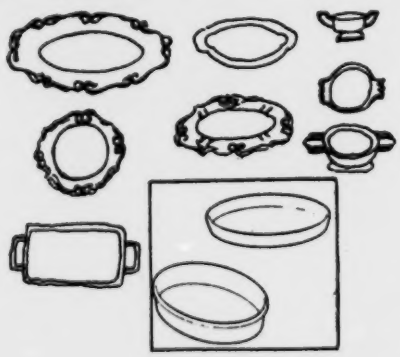
24. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

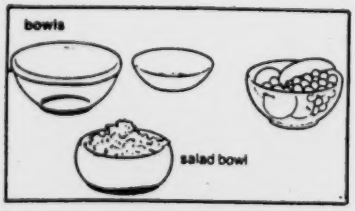
25. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

26. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

27. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket

28. a) tray b) dish c) bowl d) holder e) supreme f) parfait g) basket





HOLLOWWARE

Draw a picture for each item.

1. oval silver tray
2. round silver tray
3. square silver tray

4. silver butter dish
5. small butter bowl
6. butter bowl

7. sugar holder
8. small bread basket
9. old bread basket

10. small silver supreme

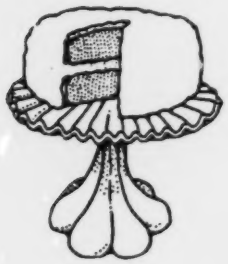
11. parfait

12. creamer

13. number stand

14. ham stand

15. cake stand



16. chafing dish

ONEIDA SILVERWARE

Listen and practice the words. Then draw a picture for each item.

KNIFE	FORK	SPOON
1. dinner knife	1. dinner fork	1. tea spoon
2. steak knife	2. salad fork	2. iced tea spoon
3. fish knife	3. fish fork	3. bouillon spoon (soup spoon)
4. B & B knife (Bread and Butter knife)	4. oyster fork	4. casserole spoon
	5. service fork	5. service spoon
	6. pie/dessert fork	6. demitasse spoon

UNIT 2: HOW ARE YOU?

Useful Expressions

1. Hi.
   Good morning/afternoon/evening.

2. How are you?
   Fine. How are *you*?

3. Have a nice day.
   Have a good evening.

4. Excuse me.
   Excuse me, John.
   Excuse me, ma'am/sir.

Excuse me, on your left/right.

SPEAKING

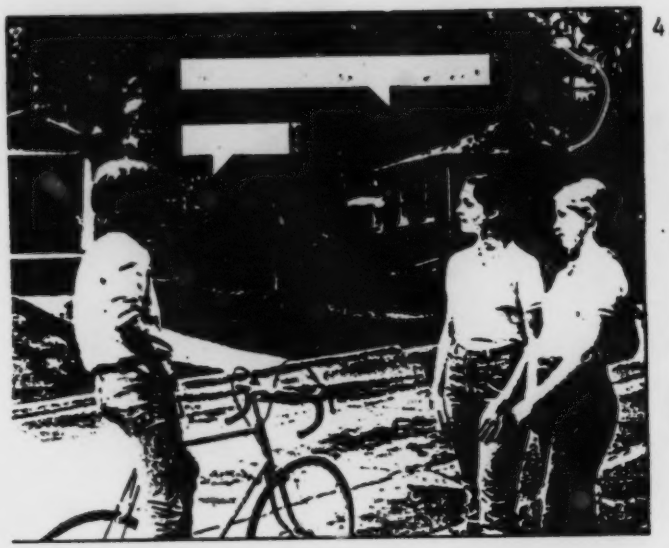
Listen to the following phrases. Then practice saying them.

	GREETINGS	RESPONSES
More formal ↑	Good morning.	Good morning.
	Good afternoon.	Good afternoon.
	Good evening.	Good evening.
	Hollo, Robert. How are you?	Fine, thanks. And you?
	Hi, Bob.	Hi, Jim.
	How've you been?	Pretty good.
	What's happening?	Not much.
	What's new?	Nothing.
	How are you doing?	OK.
↓ *Less formal*	How you doing?	Not bad.
	Long time, no see.	Yeah!

	CLOSING	RESPONSES
More formal ↑	Good night, Bill.	Good night, Jane.
	Have a nice evening.	Thanks. You too.
↓ *Less formal*	Have a nice weekend.	You too.
	Talk to you later.	Bye. Take it easy.
	See you later.	Take care. Bye.

What do they say?

1.

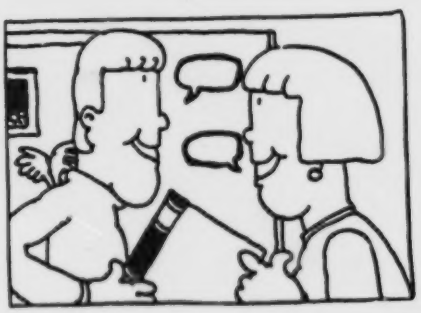


2.

3.

4.

5.



6.

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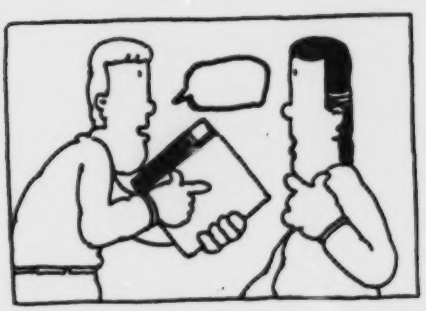

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WRITING

Look at the pictures and write the best expression from below.

1. Hi. Good morning.	4. Excuse me.
2. How are you, Jose?	5. Excuse me, on your left.
3. Have a good evening.	

1.

4.

Excuse me.

2.

5.

3.

6.

SYMBOLS ON THE BANQUET MENU

Listen and practice the names and symbols. Memorize them.

oval oval chafing dishes

new rounds

donut rounds

old rounds

OLD old squares

N new squares

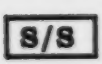
X old new squares

O O crock holders

S/S stainless steel (s/s) chafing dishes

MATCHING

Match the symbols with the names.

oval	old square
	oval chafing dishes
	crock holders
	new rounds
	old new squares
	old rounds
	stainless steel chafing dishes
	donut rounds
	new squares

ST. FRANCIS CHINA
SYRACUSE PATTERN & CROSSHATCH PATTERN

Listen and practice the words.

PATTERN	COLOR	FUNCTION	ITEM
plain	white	dinner	plate
undecorated	black	dessert	platter
	red	grapefruit	bowl
	blue	celery	dish
		tea	saucer
		demitasse	cup
		bouillon	
		B & B	
		(bread and butter)	

SYRACUSE PATTERN (green)	CROSSHATCH PATTERN (grey)
dinner plate 10½"	dinner plate 10"
dessert plate	dessert plate
	salad plate
black rim plate	base plate 11¼"
white scallop plate	rim soup plate 8½"
white octagonal plate	pasta/soup bowl
plain white B&B plate	
bread and butter plate	bread and butter plate
butter dish	butter dish
grapefruit bowl = cereal bowl	grapefruit bowl = cereal bowl
celery dish = monkey dish	celery dish = monkey dish
demitasse saucer	demitasse saucer
demitasse cup	demitasse cup
tea saucer	tea saucer
tea cup	tea cup
bouillon cup = soup cup	bouillon cup = soup cup
creamer (blue)	creamer (large, small)

Draw a picture for each item.

SYRACUSE PATTERN	**CROSSHATCH PATTERN**
dinner plate 10½"	dinner plate 10"
dessert plate	dessert plate
	salad plate
black rim plate	base plate 11¼"
white octagonal plate	rim soup plate 8½"
plain white B&B plate	pasta/soup bowl
bread and butter plate	bread and butter plate
butter dish	butter dish
grapefruit/cereal bowl	grapefruit/cereal bowl
monkey dish	monkey dish
demitasse saucer and cup	demitasse saucer and cup
tea saucer and cup	tea saucer and cup
bouillon/soup cup	bouillon/soup cup
creamer (blue)	creamer (large, small)

LISTENING

A. Look at each item and circle the right name for it. For example:

you see "A bouillon cup."
you hear: a) a demitasse cup
b) a bouillon cup
c) a tea cup
then, you should circle "b".

1. a	2. a	3. a	4. a	5. a	6. a
b	b	b	b	b	b
c	c	c	c	c	c

B. Look at each item and circle the right name.

1. a) a dinner plate
b) a dessert plate
c) a B&B plate

2. a) a dinner plate
b) a dessert plate
c) a B&B plate

3. a) a fruit bowl
b) a cereal bowl
c) a salad bowl

4. a) a demitasse saucer
b) a coffee saucer
c) a tea saucer

5. a) a butter dish
b) a monkey dish
c) small dish

6. a) a butter dish
b) a monkey dish
c) a small dish

C. Listen to each conversation and circle the right item.

1. a) dinner plates
b) dessert plates
c) B&B plates

2. a) dinner plates
b) dessert plates
c) B&B plates

3. a) dinner plates, Syracuse pattern
b) dessert plates, Crosshatch pattern
c) B&B plates, Syracuse pattern

4. a) a fruit bowl
b) a grapefruit bowl
c) a salad bowl

5. a) demitasse saucers
b) coffee saucers
c) tea saucers

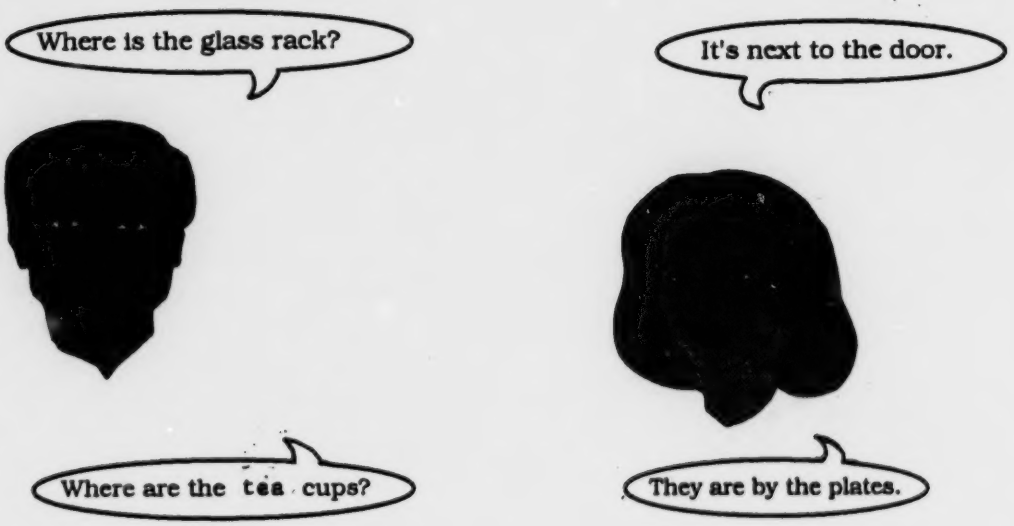
6. a) demitasse cups, Syracuse pattern
b) coffee cups, Crosshatch pattern
c) tea saucers, Syracuse pattern

7. a) butter dishes
b) monkey dishes
c) small dishes

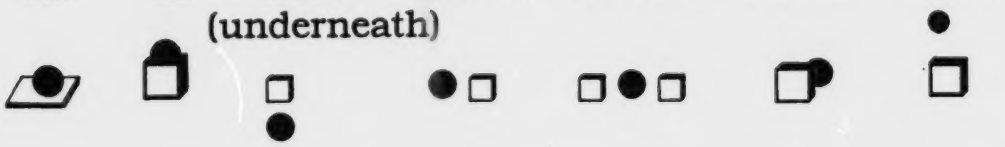
8. a) celery dishes
b) monkey dishes
c) small dishes

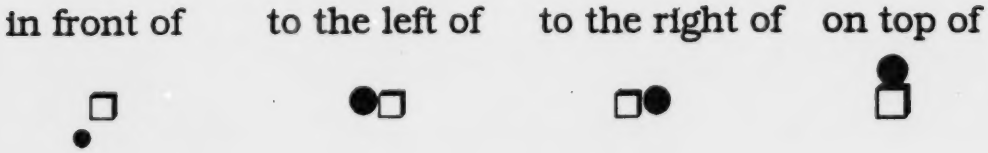
9. a) butter dishes, Syracuse pattern
b) monkey dishes, Crosshatch pattern
c) small dishes, Crosshatch pattern

UNIT 3: WHERE ARE THE TEA CUPS?



Prepositions



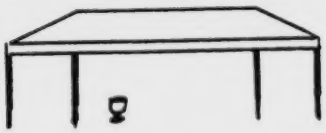


Listen and practice.

A: Where *is* the glass?
B: *It's* on the tray.

1. *It's* in the bread basket.

2. *It's* under the table.



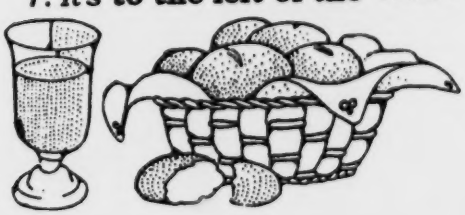
3. *It's* next to the tea cup.

4. *It's* between the plates.

5. *It's* behind the dish.

6. *It's* in front of the tray.

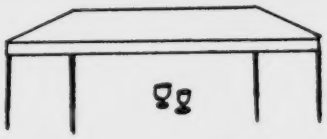
7. *It's* to the left of the bread.



A: Where *are* the glasses?
B: *They're* on the tray.

1. *They're* in the bread basket.

2. *They're* under the table.



3. *They're* next to the tea cups.

4. *They're* between the plates.

5. *They're* behind the dish.

6. *They're* in front of the tray.

7. *They're* to the right of the bread.

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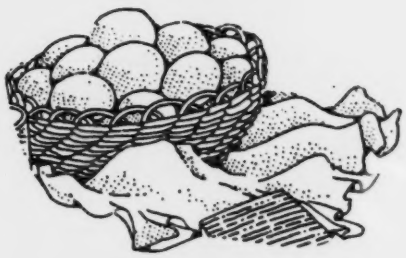
"WHERE ARE THE TEA CUPS?"

A.
Look at the teacher's tea cups and listen to the answers on the tape. If the answer is right, check YES. If not, check NO.
For example,

you see: *The tea cups are on the tea saucers.*
you hear: "Where are the tea cups?"
"They're on the tea saucers."
you should check: YES

	YES	NO		YES	NO
1.	___	___	6.	___	___
2.	___	___	7.	___	___
3.	___	___	8.	___	___
4.	___	___	9.	___	___
5.	___	___	10.	___	___

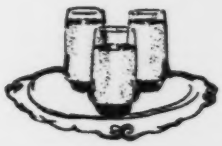
B.
Find a partner and ask him/her where the items are, following the dialogue below. Then, fill in the blanks. For example:

Student A	Student B
1. Excuse me, where is the bread? *It's in the basket.*	 (It's in the basket.)

Student A

1. Where is the butter dish?

_____

2. 

3. Where is the silverware for Victor's?

_____

4.

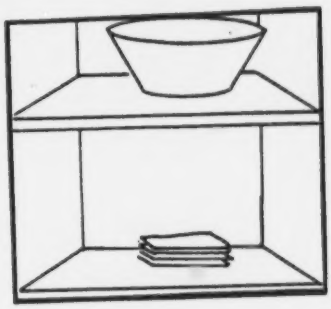
5. Where are the cups?

_____

C. Look at the pictures. Listen and answer the questions.

1.

2.



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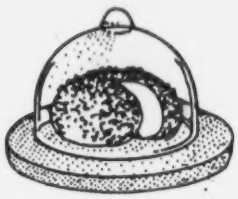

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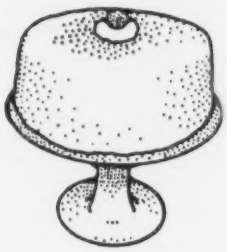
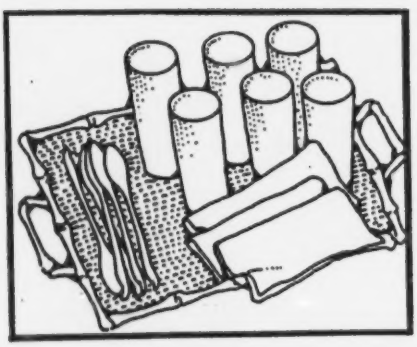


5.



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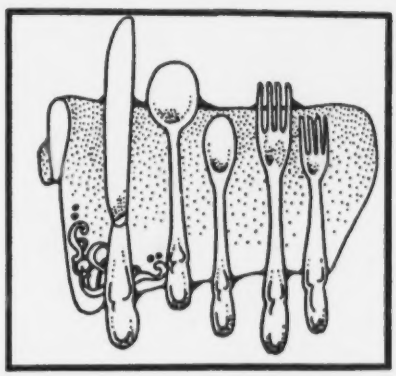
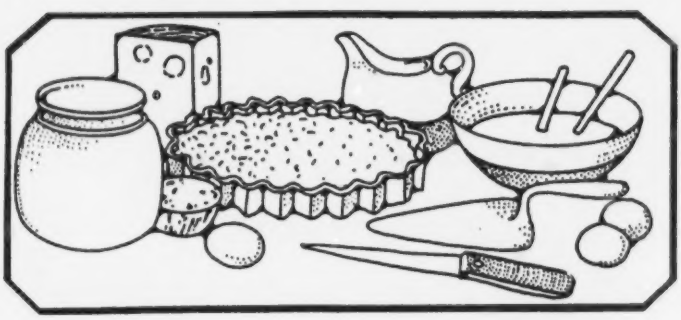


7.



COMPASS ROSE AND ADRIANA PATTERNS

Listen and practice the words.

COMPASS ROSE PATTERN (red)	ADRIANA PATTERN (plain white)
	silver base plate
	salad plate
dinner plate	dinner plate
dessert plate	dessert plate
bread and butter plate	bread and butter plate
monkey dish	monkey dish
tea cup	tea cup
tea saucer	tea saucer
demitasse cup	demitasse cup
demitasse saucer	demitasse saucer
creamer	creamer
bouillon/soup cup	bouillon/soup cup (with ears)
tea pot (red--Shenango)	soup crock (brown)
tea pot (cure red--Lids)	ramekin
tea pot ("Palermo")	supreme insert (glass)
coffee pot ("Palermo")	
octagonal dinner plate (Octime black)	
octagonal dessert plate (Octime black)	
octagonal bowl (Octime black) 5"	

Answer the questions by checking YES or NO.

	YES	NO
1. Adriana pattern has octagonal dinner plates.	___	___
2. Compass Rose china has different tea pots for the restaurant's tea sessions.	___	___
3. Adriana china is also for Dutch Kitchen.	___	___
4. People go to Compass Rose restaurant for lunch, tea, and full dinner.	___	___

LISTENING

A. Look at each item and circle the right name for it. For example:

you see "A bouillon cup."
you hear: a) a demitasse cup
b) a bouillon cup
c) a tea cup
then, you should circle "b".

1. a	2. a	3. a	4. a	5. a	6. a	7. a	8. a
b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c

B. Listen to each conversation and circle the right item.

1. a) a dinner plate
b) a B&B plate
c) a dessert plate

2. a) a dinner plate
b) a base plate
c) an octagonal plate

3. a) a dinner plate, Adriana pattern
b) a dinner plate, Compass Rose pattern

4. a) a ramekin
b) a soup crock
c) a soup cup

5. a) a ramekin
b) a monkey dish
c) a butter dish

6. a) a creamer, Adriana pattern
b) a creamer, Compass Rose pattern

7. a) a tea cup
b) a tea pot
c) a tea lid

8. a) an octagonal dinner plate
b) an octagonal dessert plate
c) an octagonal bowl

C. Look at each item and circle the right name.

1. a) a dinner plate
b) a B&B plate
c) a dessert plate

2. a) a dinner plate
b) a base plate
c) an octagonal plate

3. a) a dinner plate, Adriana pattern
b) a dinner plate, Compass Rose pattern

4. a) a ramekin
b) a soup crock
c) a soup cup

5. a) a ramekin
b) a monkey dish
c) a butter dish

6. a) a creamer, Adriana pattern
b) a creamer, Compass Rose pattern

7. a) a tea cup
b) a tea pot
c) a tea lid

8. a) an octagonal dinner plate
b) an octagonal dessert plate
c) an octagonal bowl

Student B

1.

2. Where are the glasses?

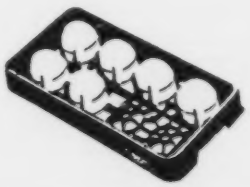
_____

3.

4. Where's the sugar holder?

_____

5.



LET'S TRY THIS

Listen and practice.

Dialogue 1

Dave: Katie, go to the kitchen and get the vinaigrette dressing.
Katie: Excuse me?.
Dave: Go get the vinaigrette dressing.
Katie: All right.

Dialogue 2

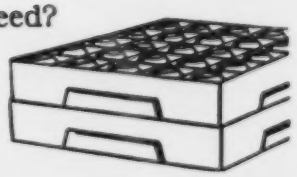
Bill: Jill, I need the cranberry sauce.
Jill: OK. I'll be right back.

Dialogue 3

Leila: Excuse me, Luis. Could you bring me butter, cream and milk from the kitchen?
Luis: Butter, cream and milk.
Leila: Right. Thank you.

Dialogue 4

Kim: Excuse me, Jim.
Jim: Yes?
Kim: Where are the demitasse cups?
Jim: They're in the kitchen. How many do you need?
Kim: 50, and give this tray to Danny, please.
Jim: All right. I'll be right back.
Kim: Thanks, Jim.

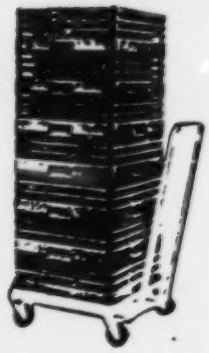


LISTENING

A. Listen and fill in the blanks with the words below.

take	give	bring	get	go get

1. Ben, _____ a square silver tray.
2. Excuse me, Danny. _____ me a glass rack, would you?
3. Excuse me, Julio. Would you _____ me a tub?
4. Miguel, could you _____ these glasses to the kitchen?
5. Victor, _____ a dolly here, please.
6. Excuse me, Juan. Could you _____ me some racks?
7. _____ to the kitchen and _____ the Italian dressing.



8. A: Excuse me, Ben.
   B: Yes?
   A: _____ 50 more forks and knives.
   B: OK. I'll be right back.

9. A: Al, _____ a coffee pot. Hurry!
   B: All right!

10. A: Excuse me, Mark. Please _____ the dirty glass racks to the kitchen and _____ me some clean racks.
    B: OK.

11. A: _____ me a tub please.
    B: Here you go.
    A: Thanks.

12. A: Where is the silverware?
    B: In the rack. How many do you need?
    A: I _____ 80 forks, knives and spoons.
    B: OK. I'll be right back.

Now, find a partner and practice the dialogues. Switch roles when you finish. DO NOT *READ* YOUR PART; *talk* to your partner.

B. Listen to the dialogues. After each dialogue, listen to two statements. Circle the right one.

Dialogue 1

1. a
   b

2. a
   b

Dialogue 2

1. a
   b

2. a
   b

3. a
   b

Dialogue 3

1. a
   b

2. a
   b

3. a
   b

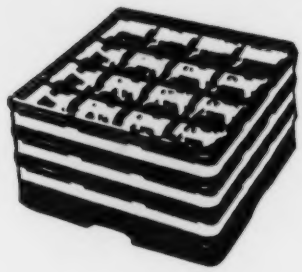
Dialogue 4

1. a
   b

2. a
   b

Now, find a partner and practice the dialogues (on the next page). Switch roles when you finish. Remember: *talk* to your partner. Don't *read.*

Dialogue 1



Jose: Excuse me, Mary.
Mary: Yes?
Jose: Could you go get some racks for me?
Mary: Sure.

Dialogue 2

Ben: Hey, Mike.
Mike: Hi, good afternoon. Oh Ben, could you get me a round tray?
Ben: What size?
Mike: Small.
Ben: OK, Mike. I'll be right back.

Dialogue 3

Julie: Good morning, Adam.
Adam: Good morning. Julie, could you take these butter bowls to Danny?
Julie: Where is he?
Adam: In the mezzanine.
Julie: OK.
Adam: Thank you, Julie.
Julie: You're welcome.

Dialogue 4

Oscar: Excuse me, George.
George: Yes?
Oscar: Would you bring me some saucers?
George: How many?
Oscar: Mm...16. And give some to Javier, too.
George: All right. I'll be right back.
Oscar: Thank you.

ROLE PLAY

Find a partner and role play the following situations. Fold the paper along the middle line and look at only your part. Follow the example.

Example:

Student A	Student B
Tell Student B to bring you some napkins.	Tell Student A you will do it right away.

Student A: Excuse me. Could you bring me some napkins?
Student B: OK. I'll do it right away.

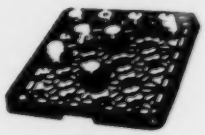
Student A	**Student B**
1. Tell Student B to bring you some cups.	1. Do as Student A said.
2. Tell B to get you some napkins.	2. Tell Student A you'll do it right now.
3. Ask B to take your book to the teacher.	3. Tell A you'll do it right away.
4. Ask B to give you some cups.	4. Tell A OK and you'll be right back.

UNIT 4: WHAT DID YOU SAY?

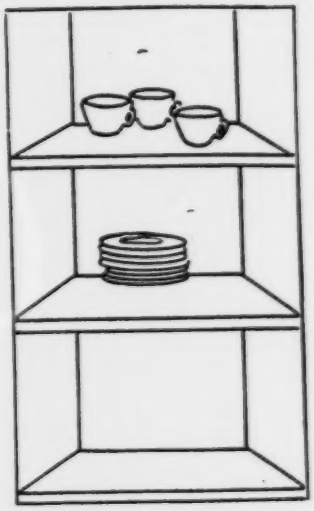
DIALOGUES

Listen and repeat each dialogue. Practice with the teacher. Then, find a partner and practice again. Change roles when you finish.

1.
A: Excuse me Jose, Where are the demitasse cups?
B: They're in the rack.
A: **In the rack?**
B: Yes.
A: Thanks.



2.
A: Oscar, give me 30 salad plates.
B: **13 or 30?**
A: 30. Three-O.
B: OK.



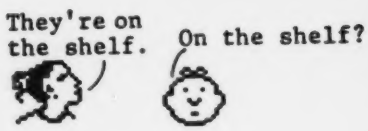
3.
A: Kim, help me stock this shelf.
B: **What did you say?**
A: Put the cups and dishes on the shelf.
B: Sure, no problem.

4.
A: Put paper doilies on the dessert plates as underliners for the meat sauce.
B: **I'm sorry, I don't understand.**
A: That's OK. I'll ask Jane.

SPEAKING

Find a partner and practice the dialogues, using the given expressions. Follow the example below.

A: Where are the demitasse cups?
B: They are on the shelf.
A: **On the shelf?**
B: **Right.**



I. Under the table?

1. A: Where are the paper doilies?
   B: ------.
   A: ------?
   B: ------.

2. Where are the saucers?
   B: ------.
   A: ------?
   B: ------.

3. Where is the plate?
   B: ------.
   A: ------?
   B: ------.

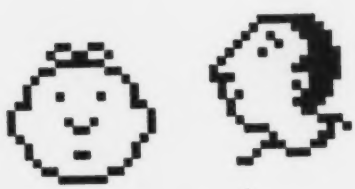
4. Where is the glass rack?
   B: ------.
   A: ------?
   B: ------.

1. A: ------?
   B: They're under the table.
   A: ------?
   B: ------.

2. A: ------?
   B: They're in the box.
   A: ------?
   B: ------.

3. A: ------?
   B: It's in the rack.
   A: ------?
   B: -----

4. A: ------?
   B: It's by the door.
   A: ------?
   B: ------.



II. 13 or 30?

1. A: I need 30 saucers.
   B: ------?
   A: ------.
   B: ------.

2. Go get 15 chairs, please.
   B: ------?
   A: ------.
   B: ------.

3. A: Bring me 60 coffee cups please.
   B: ------?
   A: ------.
   B: ------.

4. A: Set up 14 tables.
   B: ------?
   A: ------.
   B: ------.

1. A: ------.
   B: 13 or 30?
   A: ------.
   B: ------.

2. A: ------.
   B: 15 or 50?
   A: ------.
   B: ------.

3. A: ------.
   B: 16 or 60?.
   A: ------.
   B: -----

4. A: ------.
   B: 14 or 40?
   A: ------.
   B: ------.

III. What did you say?

1. A: Put paper doilies in the baskets.
   B: ------?
   A: ------.
   B: ------.

2. A: Turn on the coffee pots at 4:00.
   B: ------?
   A: ------.
   B: ------.

3. A: Clean up the tables. Hurry!
   B: ------?
   A: ------.
   B: ------.

4. A: Go get the cranberry sauce.
   B: ------?
   A: ------.
   B: ------.

1. A: ------.
   B: What did you say?
   A: ------.
   B: ------.

2. A: ------.
   B: What did you say?
   A: ------.
   B: ------.

3. A: ------!
   B: What did you say?
   A: ------.
   B: -----

4. A: ------.
   B: What did you say?
   A: ------.
   B: ------.

RADING/WRITING

Read the following dialogues and fill in the appropriate sentences from the box. Use each sentence only once. The first one is done for you.

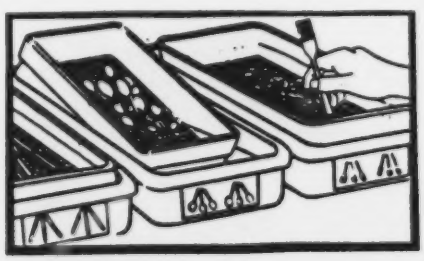
13 or 30?
√ Excuse me?
I'm sorry, I don't understand.
In the rack?
What did you say?

1. A: Jorge, can you bring me an extra dish?
   B: Excuse me?
   A: Get a dish for me.
   B: O.K.

2. A: Excuse me Jose, Where are the demitasse cups?
   B: They're in the rack.
   A: _____
   B: Yes.
   A: Thanks.

3. A: Oscar, give me 30 salad plates.
   B: _____
   A: 30. Three-O.
   B: OK.

4. A: Excuse me, Bob.
   B: Yes?
   A: Tony wants you to put the dinner plates in the electric heater truck.
   B: _____
   A: Put the dinner plates in the electric heater truck over there.
   B: I see. No problem.



5. A: Can we have extra utensils ?
   B: _____
   A: We need extra knives, forks and spoons.
   B: Yes, I'll get them for you.

LIBRARY EQUIPMENT

Listen and practice the words. Then draw a picture for each item.

1. dinner plate 2. salad plate 3. salad bowl 4. white coffee mug

5. soup cup 6. cambro tray 7. stainless steel (S/S) fork

8. S/S knife 9. S/S tea spoon 10. S/S soup spoon

ASHTRAYS AND SALT & PEPPERS SETS

1. banquets ashtray 2. plain white ashtray 3. Victor's logo ashtray

4. banquet salt & pepper 5. Dewey's salt & pepper 6. magic mushrooms

medium blue

1. salt shaker 2. pepppepp shaker 3. creamer 4. sugar holder

LET'S TRY THIS

Listen and practice.

Dialogue I

Rosa: David, do you have a minute?
David: Yes?
Rosa: Can you **fold** the napkins and **put** them in the bread baskets?
David: Pardon?
Rosa: Fold the napkins like this...and put them in the bread baskets.
David: O.K. I'll get to that as soon as possible.

Dialogue II

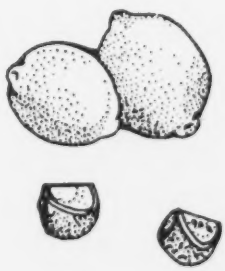
Lee: Howard, how are you doing?
Howard: Not bad. How are *you*?
Lee: Fine. Oh, where are the paper doilies? We **ran out of** them.
Howard: What did you say?
Lee: We ran out of doily paper. Do you know where it is?
Howard: It's on the shelf. I'll go get it for you.
Lee: Thanks, Howard.

Dialogue III

Jerry: Excuse me, Miguel. What do I do with these ashtrays?
Miguel: **Sort** them first, then stack them in the storeroom.
Jerry: I'm sorry, I don't understand.
Miguel: Well, **separate** the banquet ashtrays from Victor's, then put them in the storeroom.
Jerry: I see. I'll do that.

Dialogue IV

Mike: Ron, can you come here, please?
Ron: Sure, what is it?
Mike: Help me **cut** these lemons.
Ron: Cut the lemons?
Mike: Yes, cut them into quarters.



Dialogue V

Larry: Good morning, Kim. How are you?
Kim: I'm fine, Larry. What are you doing?
Larry: Oh, I'm **filling** the salt and pepper shakers.

LISTENING

A. Listen and fill in the blanks with the words below

fill	fold	put	make	cut	ran out of	sort	separate

1. Tom, _____ the forks in the baskets.

2. _____ the table cloths, then put them on top of the tables.

3. Juan, _____ the goose necks with meat sauce.

4. Could you _____ the potatoes into small chunks for me?

5. Victor, we are very busy here. Can you help me _____ salads?

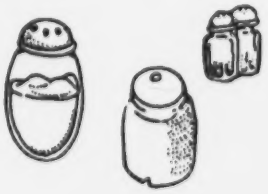
6. We _____ Jet-Dry. Can you tell Ernie to put in a new one?

7. A: Tom!
   B: Yes?
   A: Please help me _____ these napkins for the tables.
   B: Excuse me?
   A: _____ the napkins like this for the tables.

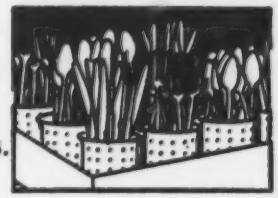
8. A: What should we do with these extra salt and pepper shakers?
   B: _____ them back on the shelf.
   A: All right.

9. A: William, _____ sure the silverware is polished before you set it on the table, okay?
   B: Okay.
   A: And _____ some coffee would you ? We _____ it and the coffee urn is empty now.

10. A: Don, help me _____ these shakers, please.
    B: What did you say?
    A: Put salt and pepper in these shakers, like this.



11. A: We are very busy tonight Rosa. Help me _____ some onions.
    B: How many should I _____?
    A: All of these.



12. A: What are you doing right now Janis ?
    B: I'm trying to _____ the forks and knives.
    A: Oh, okay. When you're done, help me polish these spoons.
    B: Sure.

Now, find a partner and practice the dialogues. Switch roles when you finish.

B. Listen to the dialogues. After each dialogue, listen to two statements. Then, circle the right one.

Dialogue 1

1. a	2. a
b	b

Dialogue 2

1. a	2. a	3. a
b	b	b

Dialogue 3

1. a	2. a	3. a
b	b	b

Dialogue 4

1. a	2. a
b	b

Now, find a partner and practice the dialogues. Fold the paper in half and look only at your part. Switch roles when you finish.

Student A	Student B
Dialogue 1	**Dialogue 1**
A: Ben, can you help me? B: ..... A: Help me fill up the dishwasher's container with detergent. B: ..... A: That's OK. I'll ask Jeff.	A: ..... B: Yes? A: ..... B: I'm sorry, I don't understand. A: .....
Dialogue 2	**Dialogue 2**
A: Good afternoon, Joe. B: ..... A: Do you happen to know where they put the demitasse cups? B: ..... A: Where are the demitasse cups? B: ..... A: Oh, I see them. Thank you.	A: ..... B: Good afternoon, John. A: ..... B: What did you say? A: ..... B: They are in the dollies next to the carts. A: .....
Dialogue 3	**Dialogue 3**
A: Danny, I need you to fold the napkins. B: ..... A: Yes, and set them on the table. B: ..... A: Right. Thanks, Danny.	A: ..... B: OK...these napkins? A: ..... B: On every table? A: ..... B: No problem.
Dialogue 4	**Dialogue 4**
A: Ron, how should I cut these lemons? B: ..... A: Like this? B: ..... A: Oh, I see!	A: ..... B: Cut them in half, then slice them into wedges. A: ..... B: No. Cut them in half first.

ROLE PLAY

Find a partner and role play the following situations. Fold the paper along the middle line and look only at your part. Remember: ***Talk***, don't *read*. When you finish, switch roles and practice again.

Student A	Student B
1. Ask Student B to help you. Tell B to bring you 2 coffee mugs. Repeat for B.	1. Say OK. Confirm the number. Tell A you'll be right back.
2. Ask B to fill the coffee pots. Repeat your request. Ask B to check the urns and make more coffee.	2. Ask A to repeat. Tell A you think you ran out of coffee. Tell A you'll do it right away.
3. Tell B to sort the plates. Tell B to separate dinner plates from salad plates.	3. Tell A you don't understand. Tell A you understand now and you'll do it now.
4. Tell B to put the dishes on top of the rack. Then ask B to make sure he/she sorts the silverware before putting them on the rack..	4. Tell B you'll get to that as soon as possible. Tell A you'll do that.

UNIT 5: DON'T RUN! BE CAREFUL!

VOCABULARY & EXPRESSIONS

reach	climb	jump	fall	ladder	lift	spill
hurt	sweep	mop	wipe	roll	aisle	dangerous

Don't .... Watch out.
You shouldn't .... Be careful.
You should ....

GETTING READY

Read the story and the following statements, then decide which are good ideas or bad ideas.

Bill needs more paper doilies. The boxes of doilies are on the top shelf. He can't reach them. What can he do?

	GOOD IDEA	BAD IDEA
1. Ask a tall person to help.	_____	_____
2. Climb up on some boxes.	_____	_____
3. Try to jump and reach the box.	_____	_____
4. Get a ladder.	_____	_____
5. Ask the supervisor for help.	_____	_____
6. Shake the shelf so the boxes fall down.	_____	_____

JAZZ CHANT

Listen to the Jazz Chant and repeat it with your teacher.

Watch out! Watch out!
Why? What is it?

Be careful! Be careful!
Why? What's wrong?

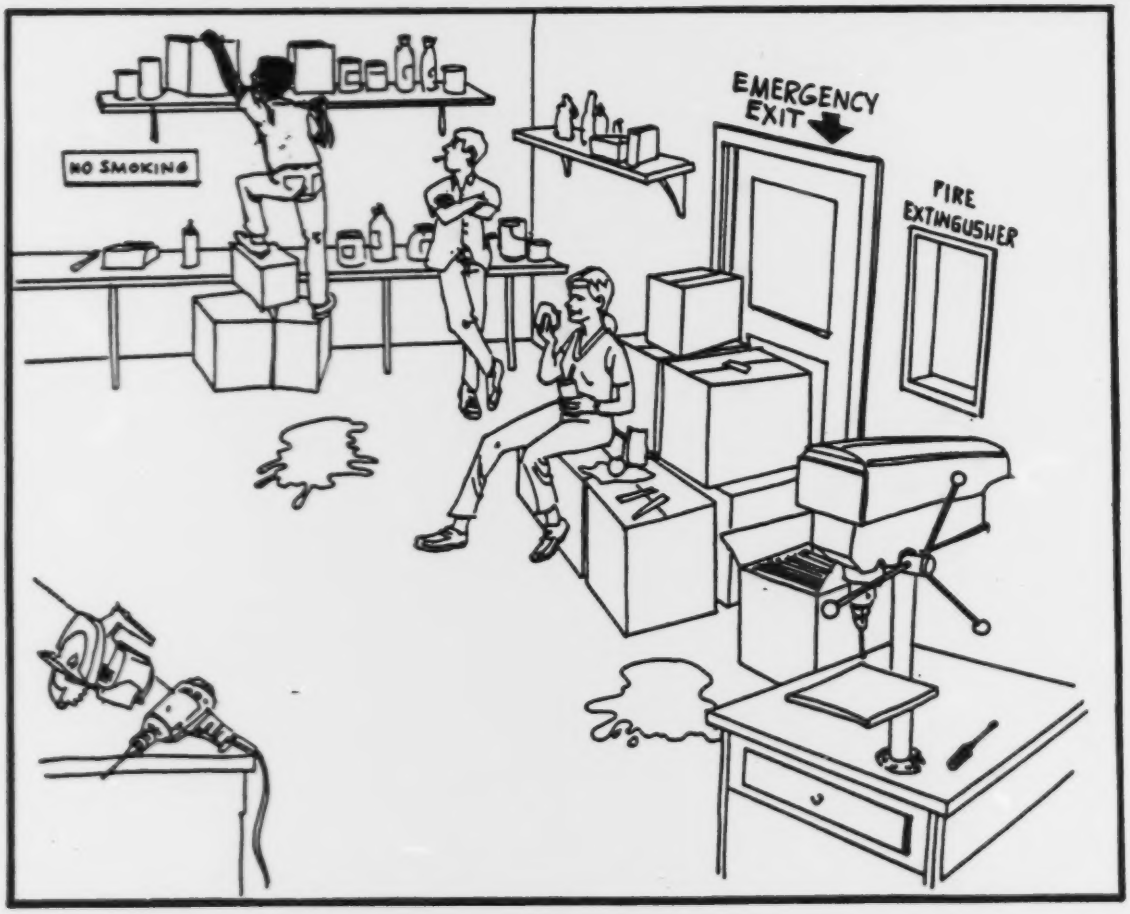
That's dangerous. You could hurt yourself.
That's dangerous. You could get hurt.

Oh! I see.
Thanks for warning me.

READING

Read the safety rules. Circle the ones you don't understand and ask the teacher what they mean.

1. **Keep the work area clean.**
2. **Wipe up any spills.**
3. **Use ladders to reach high places.**
4. **Keep aisles clear.**
5. **Don't block doorways.**
6. **Walk. Don't run.**



[1]Picture adapted from *Your First Job*, Prentice-Hall, 1986.

LISTENING

Review the safety rules on page 43. Listen to the conversations and write the number and the safety rule.

1. _____ _____

2. _____ _____

3. _____ _____

4. _____ _____

WRITING/SPEAKING

Work with a partner and write a dialogue, in which you should explain a safety rule to a new worker. When you are finished, act it out in front of the class. For example:

Jose: Watch out, Mary!
Mary: What? What's wrong?
Jose: Don't block the door with glass racks.
Mary: Oh.
Jose: Move them to the wall.
Mary: OK.

_____

_____

_____

_____

_____

_____

_____

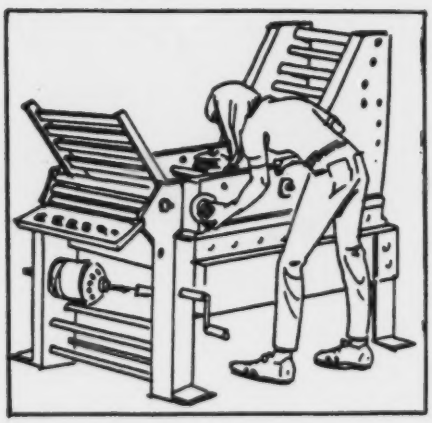
_____

READING

Look at the pictures and write down the safety rules that are broken.

Safety Rules

1. Don't run.
2. "Excuse me."
3. Lift correctly.
4. Roll up sleeves.
5. Don't lean over the machine.



LISTENING

Listen to the tape. Write down the safety rule for each conversation.

1. _____
2. _____
3. _____
4. _____

WRITING

Rewrite the safety rules, using **"You must...."** or **"You can't...."**

1. Keep the work area clean.

   You must keep the work area clean.

2. Wipe up any spills.

   _____

3. Use ladders to reach high places.

   _____

4. Don't stand on boxes.

   _____

5. Keep aisles clear.

   _____

6. Don't block doorways.

   _____

7. No smoking.

   _____

8. Don't run.

_____

9. Roll up sleeves.

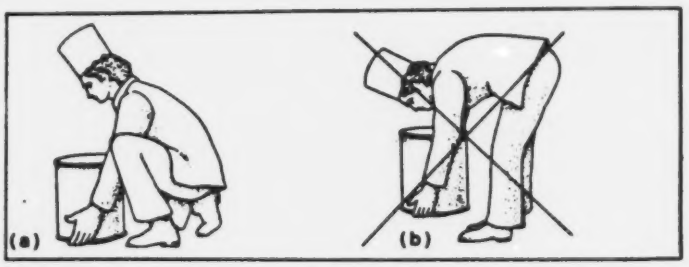
_____

10. Don't lean over the machine.

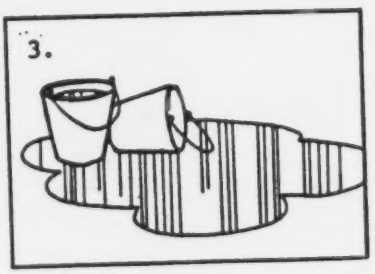
_____

11. Lift correctly.

_____



What should you say to them?



LIBBEY GLASSWARE (BANQUETS AND BARS)

Listen and practice the words. Then draw a picture for each item.

red wine glass 10½ oz. white wine glass 8½ oz. water goblet glass 10½

Brandy snifter 12 oz. Brandy pony 2 oz. shot whiskey 1½ oz.

Irish coffee mug 8½ oz. Irish coffee glass 7 oz. double martini 6 oz.

tankard 12 oz. high-ball glass 8 oz. sherry glass 3 oz.
beer glass

Champagne flute 6 oz. iced tea glass 23½ oz. decanter ½ liter

room service juice glass pitcher 60 oz. plastic water pitcher

LET'S TRY THIS

Listen and practice.

Dialogue 1

Joan: Joe!
Joe: Yes?
Joan: Clear the tables, please. Take the dishes and glasses to the dishwasher.
Joe: All right.

Dialogue 2

Olga: Excuse me, Rosa. Could you help me clean up the dishes?
Rosa: I'm sorry, I'm very busy now... I'll polish the silverware first, then I'll help you with the dishes!
Olga: Thank you, Olga.

Dialogue 3

Jane: Could you clear the aisles? Don't block them with dollies and racks.
Wyne: All right.
Jane: And don't forget to sweep and mop the floor.
Wyne: Ok, Jane.

Dialogue 4

Pam: Hey, Dan. Come help me empty the dish dollies. Sam needs them right away.
Dan: Oh. Coming!
Pam: Take out the dishes and put them in the racks.
Dan: Sure.

LISTENING

A. Listen and fill in the blanks with the words below.

clean	clear	sweep	mop	empty	polish

1. _____ the ashtrays first, then wash them.

2. Sort clean silverware before you _____ it.

3. Clear the aisles before you _____ the floor.

4. _____ the counter. We need to dish up now.

5. Be careful when you _____ the floor with Mikro-Quat.

6. You need to _____ the floor. It's greasy and it's dangerous.

7. A: The glass racks are full.
   B: Take them to the kitchen, _____ them, then bring them back.
   A: No problem.

8. A: Don't block the doorway with dollies. Let's push them to the wall.
   B: I see. Thanks for helping me _____ the doorway.

9. A: Can you give me a hand?
   B: I'm sorry, I'm really busy right now. I have to _____ the hollowware. Ask Maria.
   A: OK.

10. A: Danny, I cleaned the stoves but I don't have time to _____ the floor. I have to go now.
    B: That's OK. I'll tell Eric to _____ it.

B. Listen to the dialogues and the following statements. Circle the correct ones.

Dialogue 1

1. a
   b
2. a
   b

Dialogue 2

1. a
   b
2. a
   b
3. a
   b

Dialogue 3

1. a
   b
2. a
   b
3. a
   b

Dialogue 4

1. a
   b
2. a
   b

Now, go to the next page, fold the paper along the middle line, and practice the dialogues with a partner.

Student A	Student B
Dialogue 1	**Dialogue 1**
Jose: Jesus, you need to sweep and mop the floor. Jesus: ..... Jose: Make sure you move the carts and dollies around to clean underneath. Jesus:	Jose: ..... Jesus: Yes, I know. Jose: ..... Jesus: No problem, Jose.
Dialogue 2	**Dialogue 2**
Joe: Ann, I need help here. Ann: ..... Joe: Empty the coffee makers, clean them up, and fill them with water. Ann: ..... Joe: Thank you. I'll make coffee later. Ann:	Joe: ..... Ann: Coming. Joe: ..... Ann: Sure. Joe: ..... Ann: You're welcome, Joe.
Dialogue 3	**Dialogue 3**
Mario: Good morning, Julio. Julio: ..... Mario: Yes? Julio: ..... Mario: I'm really busy now. Can you ask Javier to help you? Julio: ..... Mario: I'll clear these tables for Denny first. Then I'll come help you right away. Julio:	Mario: ..... Julio: Good morning. Oh, Mario, could you help me with the silverware? Mario: ..... Julio: Could you sort it and polish it for me? Mario: ..... Julio: That's Ok. Mario: ..... Julio: OK. Thank you, Mario.
Dialogue 4	**Dialogue 4**
Di: Hi, Al. How are you doing? Al: ..... Di: Good. They could be dangerous. Al:	Di: ..... Al: I'm fine. I'm cleaning these greasy rubber mats. Di: ..... Al: Yeah. Better safe than sorry.

ROLE PLAY

Find a partner, fold the paper in half and role play the following situations. Make sure you understand the instructions before you begin.

Student A	Student B
1. You are very busy right now. Ask Student B to help you polish the silverware and chafing dishes.	1. You know Student A is busy. You can help him.
2. You need to clean the tubs and garbage cans. Ask B to help you. Tell B to empty the tubs and garbage cans before he cleans them.	2. Student A needs help. Help him.
3. Say hi or good afternoon to B. Tell B you need him to empty the glass racks, tubs, and dish dollies.	3. Say hi or good afternoon to A. You need to sweep and mop the floor. You can help A after you finish your work.

Now, switch roles and practice again.

UNIT 6: SAFETY FIRST

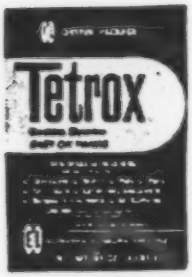
GETTING READY

Look at the pictures of the chemical cleansers and answer the following questions.

A. SOLID POWER

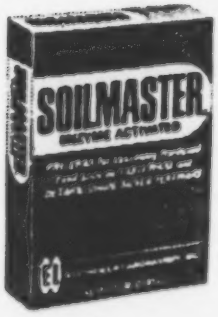
B. JET-DRY

C. TETROX



D. LIME-A-WAY

E. MIKRO-QUAT



1. Have you used them before? Check YES or NO. Then check how often you use them.

	YES	NO	every day	every week	other
1) Solid Power	___	___	_____	_____	_____
2) Jet-Dry	___	___	_____	_____	_____
3) Tetrox	___	___	_____	_____	_____
4) Lime-A-Way	___	___	_____	_____	_____
5) Mikro-Quat	___	___	_____	_____	_____
6) Soilmaster	___	___	_____	_____	_____

2. Where can you find them in the kitchen? Write it down.

1) Solid Power *On the dishwashing machine.*

In the box in Ernie's office.

2) Jet-Dry _____

_____

3) Tetrox _____

_____

4) Lime-A-Way _____

_____

5) Mikro-Quat _____

_____

6) Soilmaster _____

_____

READING

Read the following statements. Circle the words that you don't understand. Ask the teacher about those words.

a. For industrial use only.

b. Keep from freezing.

c. KEEP OUT OF REACH OF CHILDREN.

d. Do not mix with anything but water.

e. (If swallowed,) Do not induce vomiting.

f. Immediately flush with cool running water.

g. Immediately drink a large quantity of water.

h. Immediately drink 1 to 2 glasses of water or milk.

i. Can cause burns.

j. Can cause irritation.

k. Wear rubber gloves.

l. Get medical attention immediately

Now, find a partner and study each bottle of the cleanser. Write down the letters of the above statements below.

1) Jet-Dry _____

2) Tetrox _____

3) Lime-A-Way _____

4) Soilmaster _____

Study each use directions and answer the following questions.

JET-DRY®

Rinse Additive For Use In Automatic Rinse Injectors

Consult your local Economics Laboratory Representative for use directions.

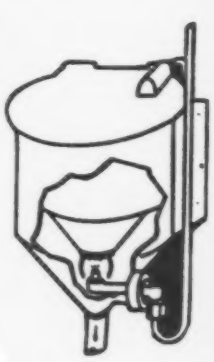
FOR INDUSTRIAL USE ONLY
DO NOT MIX WITH ANYTHING BUT WATER
KEEP FROM FREEZING
For use in automatic rinse injectors: do not let injector run out of rinse additive.

CAUTION: Contains nonionic surfactants. Harmful if swallowed. Protect skin, eyes and mucous membranes from contact with this product and solutions of it. Can cause irritation.
KEEP OUT OF REACH OF CHILDREN

FIRST AID
EXTERNAL: Immediately flush skin with plenty of cool running water.
EYES: Immediately flush with plenty of cool running water.
INTERNAL: If swallowed, DO NOT induce vomiting. Immediately drink a large quantity of water.
GET MEDICAL ATTENTION IMMEDIATELY

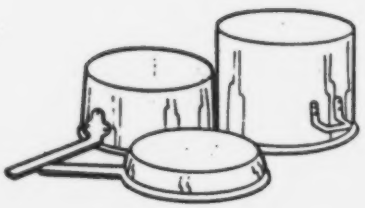
Listen and check YES or NO.

	YES	NO
1. You can use Jet-Dry at home.	___	√
2. Don't mix Jet-Dry with water.	___	___
3. Do not freeze Jet-Dry.	___	___
4. Jet-Dry can cause skin irritation.	___	___
5. If your skin or eyes touches Jet-Dry, flush it with a lot of cool water.	___	___



Circle a, b or c.

Where should you store Jet-Dry?
a) on the counter
b) in the freezer
c) a place where children can not reach.



ECOLAB®

Net Contents: 3 oz.

Tetrox

Powdered Detergent for Manual Warewashing and General Cleaning

CAUTION: Overexposure may cause eye irritation. If swallowed can cause irritation, nausea and stomach distress.
KEEP OUT OF REACH OF CHILDREN
For Additional Information, see Material Safety Data Sheets (MSDS).
FIRST AID
EYES: Immediately flush with plenty of cool running water. Remove contacts if applicable. Continue flushing for at least 15 minutes, holding eyelids apart.
INTERNAL: If swallowed, DO NOT induce vomiting. Rinse mouth; then immediately drink 1 to 2 glasses of water or milk. Never give anything by mouth to an unconscious person.
CALL A POISON CONTROL CENTER OR PHYSICIAN
FOR EMERGENCY MEDICAL INFORMATION, CALL TOLL-FREE 1-800-328-0026

USE DIRECTIONS
Dissolve contents of this package in 3 gallons of water. Use 78° - 120°F water for best results. Rinse washed items in potable water.
DO NOT MIX WITH ANYTHING BUT WATER
Authorized by USDA for use in Federally Inspected Meat and Poultry Plants
Consult your Ecolab Specialist for specific use directions
For service or additional information, call 1-800-35-CLEAN (352-5326).

FORMULA CONTAINS NO PHOSPHORUS. BIODEGRADABLE.

K

Contains:

CAS #	Ingredients
7757-82-6	Sodium Sulfate
28905-30-6	Sodium Alkylbenzene Sulfonate
68603-42-9	Coco Diethanolamide
1344-09-8	Sodium Silicate
7631-86-9	Silicon Dioxide

ECOLAB
Institutional Division
Ecolab Inc., Ecolab Center
St. Paul, MN 55102

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Read the instruction of Tetrox and answer the following questions.

	YES	NO
1. You shouldn't use Tetrox. It irritates your eyes.	___	___
2. If Jose swallowed Tetrox, you should make him vomit.	___	___
3. If Tetrox touched Jose's eyes, use a lot of cool running water to wash his eyes.	___	___
4. To use Tetrox, mix it with 3 gallons of water.	___	___
5. Tetrox cleans better if you mix it with Clorox or ammonia.	___	___
6. After washing items in Tetrox, you have to rinse them.	___	___
7. In emergency, call 1-800-328-0026.	___	___

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LIME-A-WAY

Read the headers of the directions from the Lime-A-Way *General Use Directions* sheet. Write the words you don't know on the vocabulary list and ask your teacher for the meaning.

Multipurpose Industrial Lime Solvent

GENERAL USE DIRECTIONS

DELIMING DISHMACHINES
Fill tank 2 to 3 inches below overflow level. Turn on tank heaters. Add 1 gallon LIME-A-WAY and run machine until lime scale disappears. Apply full strength where spray does not reach. Scrape off heavy lime buildup. Drain tank. Refill with fresh water. Run machine for 5 minutes and drain. Delime as necessary to prevent recurring lime scale.

DELIMING STEAM TABLES
Brush or spray LIME-A-WAY full strength on interior surfaces. Let stand 10 minutes, then fill with water. Turn on heat and bring to operating temperature. Let stand 10 minutes. Drain and flush thoroughly with fresh water.

DESCALING COFFEE URNS
Fill urn jacket with hot water. Add 1 oz. LIME-A-WAY per gallon hot water. Heat and let stand for 15 minutes. Drain and rinse thoroughly with fresh water.

CLEANING STAINLESS STEEL EQUIPMENT
Apply solution of 3 oz. LIME-A-WAY per gallon of hot water with saturated sponge or cloth. Rinse with clean water and wipe dry.

CLEANING ALUMINUM EQUIPMENT
Soak utensils in a solution of 3 oz. LIME-A-WAY per gallon of hot water until bright. Rinse thoroughly with clean water and drain dry. For large items, apply solution with saturated cloth or sponge. Rinse thoroughly with clean water and drain dry. Avoid prolonged contact with aluminum.

CLEANING DRINKING FOUNTAINS
Apply 1 oz. LIME-A-WAY per gallon of hot water with sponge or spray. After 5 minutes, wipe and rinse thoroughly.

CLEANING TILE WALLS, FLOORS, SHOWER STALLS
Apply 1 oz. LIME-A-WAY per gallon hot water with mop or brush. After 5 minutes, rinse thoroughly.

CLEANING TOILET BOWLS, URINALS
Pour ½ cup LIME-A-WAY into toilet bowl or apply full strength to urinal with swab. Use brush or swab on stubborn stains and flush.

LABORATORY GLASSWARE — Mechanical Washing
LIME-A-WAY can be automatically dispensed with a CENTRAMATIC® 10D Dispenser. To manually charge a washer, add 4 oz. LIME-A-WAY per 10 gallons washwater in the prewash cycle.

LABORATORY ANIMAL CAGES — Mechanical Washing
LIME-A-WAY can be automatically dispensed with a CENTRAMATIC 10D Dispenser. To manually charge a washer, add 2 oz. LIME-A-WAY per gallon of wash solution.
Consult your local Economics Laboratory Specialist for specific use directions.

AUTHORIZATION: LIME-A-WAY is authorized by the U.S. Department of Agriculture for use in Federally Inspected Poultry, Meat, Rabbit and Egg Products Plants as an acid cleaner for use in all departments. Before using LIME-A-WAY, food products and packaging materials must be removed from the room or carefully protected. After using LIME-A-WAY, all surfaces in the area must be thoroughly rinsed with potable water.

WEAR RUBBER GLOVES WHEN HANDLING THIS PRODUCT.
FOR INDUSTRIAL USE ONLY
DO NOT MIX WITH ANYTHING BUT WATER

DANGER: Contains phosphoric acid. Harmful if swallowed. Protect skin, eyes and mucous membranes from contact with this product and solutions of it. Can cause burns.
KEEP OUT OF REACH OF CHILDREN

FIRST AID

EXTERNAL: Immediately flush skin with plenty of cool running water for at least 15 minutes. Immediately remove contaminated clothing and wash before reuse.
EYES: Immediately flush with plenty of cool running water. Remove contact lenses, if applicable. Continue flushing for at least 15 minutes.
INTERNAL: Call a physician immediately. Rinse mouth; then immediately drink 1 to 2 large glasses of water or milk. Never give anything by mouth to an unconscious person.
GET MEDICAL ATTENTION IMMEDIATELY
FOR EMERGENCY MEDICAL INFORMATION, CALL TOLL-FREE: 1-800-328-0026.

FORMULA CONTAINS NOT MORE THAN 10.2% PHOSPHORUS, 5.76 GMS PER GAL. OF AVERAGE RECOMMENDED USE CONCENTRATION. BIODEGRADABLE.

K

Products and Services for a Cleaner World™

VOCABULARY

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A.
Work with a partner. Read the questions and ask your teacher about words you don't understand. Circle the answers.

What do you clean with Lime-A-Way?

COFFEE URNS
DISHMACHINES
ALUMINUM EQUIPMENT
STEAM TABLES
DRINKING FOUNTAINS
WOOD TABLES AND CHAIRS
STAINLESS STEEL EQUIPMENT
CHINAWARE DISHES

CARPET
TOILET
TILE WALLS
WOODEN FLOOR
KITCHEN SINKS
UTENSILS
MEAT AND VEGETABLE
DRINKING GLASSWARE

B.
Read the questions and circle the right answers. There may be more than one answer to each question.

1. Mix Lime-A-Way with
   a) hot water
   b) cold water
   c) any detergent or chemical

2. When you use Lime-A-Way,
   a) wear guggles.
   b) wear a face mask.
   c) wear rubber gloves.

2. How much water do you mix with Lime-A-Way?
   a) Mix 1 oz. Lime-A-Way per gallon of water for cleaning coffee urns.
   b) 3 oz. Lime-A-Way per gallon of water for stainless steel equipment
   c) 1 gallon Lime-A-Way per dishwashing tank
   d) • cup per toilet bowl.

Study the following vocabulary. Read the DILUTION TABLE and DIRECTIONS FOR USE sections. Then, answer the following questions.

INGREDIENTS

Active Ingredients:	9.4%
Alkyl (50% C_{14}, 40% C_{12}, 10% C_{16}) dimethyl benzyl ammonium chlorides	9.0%
Trisodium ethylenediaminetetraacetate	0.4%
*Inert Ingredients:	90.6%

*Active as cleaning and buffering agents.

DILUTION TABLE

Solution Strength	Quantity of MIKRO-QUAT to make: 1 qt.	1 gal.	2 gal.	3 gal.	5 gal.
0.25%	2.5cc	½ oz.	⅔ oz.	1 oz.	1⅔ oz.
0.5%	5cc	⅔ oz.	1⅓ oz.	2 oz.	3⅓ oz.
1.0%	10cc	1⅓ oz.	2⅔ oz.	4 oz.	6⅔ oz.

AOAC USE-DILUTION CONFIRMATION TESTS

ORGANISM	DILUTION	NO. TUBES NEGATIVE OF TEN TESTED
Staphylococcus aureus	1:200	10
Salmonella choleraesuis	1:200	10
Pseudomonas aeruginosa	1:200	10
Proteus vulgaris	1:200	10
Aerobacter aerogenes	1:200	10
*Trichophyton interdigitale**	1:200	10

*A.O.A.C. Fungicidal Test 10 minute end point dilution is 1:384.

A.O.A.C. PHENOL COEFFICIENT: *Salmonella typhi*-53

HARD WATER TOLERANCE: Up to 500 ppm as tested by approved methods.

MIKRO-QUAT uses

- HOSPITALS
  - Housekeeping Services
  - Nursing Services
  - Surgical & Obstetrical Suites
  - Physical Therapy Depts.
  - Autopsy Facilities
- RESEARCH ANIMAL FACILITIES
- NURSING HOMES
- SCHOOLS
- FOOD SERVICE FACILITIES

DIRECTIONS FOR USE

1. For light duty cleaning and sanitizing use ½ oz. MIKRO-QUAT per gallon of warm or hot water.
2. For combination disinfection and cleaning use ⅔ oz. per gallon of water (provides 470 ppm quaternary germicide). For porous or heavily soiled surfaces, use 1 oz. per gallon of water (700 ppm).
3. For sanitizing clean eating and drinking utensils, use ⅓ oz. per gallon of warm water. Rinse with potable water and air dry.
4. For use in ECONOMICS LABORATORY's special dispensing and hydraulic cleaning equipment MIKRO-SPRAY® and for other specialized cleaning and disinfecting operations, consult your local ECONOMICS LABORATORY Environmental Sanitation Specialist.

"First With The Newest Through Original Research"

VOCABULARY			
ingredient	dilution	strength	sanitize
disinfection	porous	hydraulic	dispense

1. How may ingredients are there in Mikro-Quat?
   a) 3
   b) 4
   c) more than 5

2. If you need very strong Mikro-Quat, how much do you mix with one gallon of water?
   a) 1/3 oz.
   b) 2/3 oz.
   c) 1 and 1/3 oz.

3. Circle a, b or c.
   a) You must mix Mikro-Quat with warm or hot water.
   b) Use Mikro-Quat for cleaning stainless steel forks and knives.
   c) Rinse utensils with Mikro-Quat before use.

SOILMASTER

Read the instruction of Soilmaster. Circle the words you don't understand and ask your teacher what they mean. Then, answer the questions.

Soilmaster

Enzyme Activated Presoak and Silver Detarnisher

USE DIRECTIONS

PRESOAKING AND STAIN REMOVAL–ALL ITEMS

1. Dissolve one cup (8 oz.) of SOILMASTER for each 8 gals. of warm (120°-140°F) water. Water hotter than 160°F will deactivate enzymes. Dissolve crystals completely before adding tableware to the presoak. DO NOT POUR SOILMASTER OVER FLATWARE.
2. Scrape or flush gross food soils from the tableware. Place tableware in the solution and soak for 20-30 minutes. For difficult soils, soak for 50-60 minutes.
3. Change soak solution when the water gets dirty.
4. Remove tableware, rinse and immediately run through the warewashing machine.

DETARNISHING SILVER FLATWARE AND HOLLOWWARE

1. Line sink or pan with aluminum foil, bars or grids.
2. Dissolve one cup (8 oz.) of SOILMASTER for each 8 gals. of warm (120°-140°F) water. Dissolve crystals completely before adding silverware. DO NOT POUR SOILMASTER OVER THE SILVERWARE.
3. Place silverware in the solution in contact with the aluminum. Let soak at least 5-10 minutes. Electrolytic action removes the tarnish without loss of silver content.
4. Change the soak solution when the water gets dirty.
5. Remove silverware, rinse and immediately run through the warewashing machine.
6. DO NOT USE ALUMINUM WHEN SOAKING STAINLESS STEEL.

Consult your Ecolab Specialist for specific use directions.

For service or additional information, call 1-800-35-CLEAN (352-5326).
Authorized by USDA for use in Federally Inspected Meat and Poultry Plants
FOR INDUSTRIAL USE ONLY
DO NOT MIX WITH ANYTHING BUT WATER
KEEP OUT OF REACH OF CHILDREN

PRECAUCION: SI NO PUEDE LEER EN INGLES, PREGUNTE A SU SUPERVISOR SOBRE LAS INSTRUCCIONES DE USO APROPIADAS ANTES DE TRABAJAR CON ESTE PRODUCTO.

CAUTION: Contains Sodium Carbonate. Overexposure may cause eye and skin irritation. If swallowed can cause irritation, nausea and stomach distress. Irritating if inhaled.
KEEP OUT OF REACH OF CHILDREN
For Additional Information, see Material Safety Data Sheets (MSDS).
FIRST AID
EXTERNAL: Flush skin with plenty of cool running water for at least 15 minutes.
EYES: Immediately flush with plenty of cool running water. Remove contacts if applicable. Continue flushing for at least 15 minutes, holding eyelids apart.
INTERNAL: If swallowed, DO NOT induce vomiting. Rinse mouth; then immediately drink 1 to 2 glasses of water or milk. Never give anything by mouth to an unconscious person.
INHALATION: Immediately move to fresh air.
CALL A POISON CONTROL CENTER OR PHYSICIAN
FOR EMERGENCY MEDICAL INFORMATION CALL TOLL-FREE 1-800-328-0026

FORMULA CONTAINS NOT MORE THAN 2.5% PHOSPHORUS, 0.76 GMS PER GAL. OF AVERAGE RECOMMENDED USE CONCENTRATION. BIODEGRADABLE.

K

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CARTON MADE FROM 100% RECYCLED PAPERBOARD MINIMUM 20% POST-CONSUMER CONTENT

ECOLAB Institutional Division
Ecolab Inc., Ecolab Center
St. Paul, MN 55102

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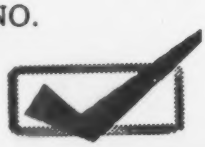
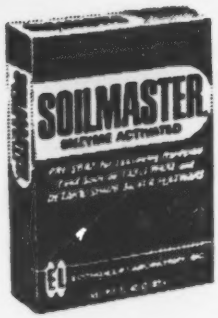
A.
Listen to the questions and check YES or NO.





	YES	NO
1.	___	___
2.	___	___
3.	___	___
4.	___	___

B.
Listen to the dialogues between Jane and Oliver. If you think Oliver's idea is good and right, check GOOD IDEA. If not, check BAD IDEA.

	GOOD IDEA	BAD IDEA
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

C.
Answer the questions.

1. How much Soilmaster should I put in 8 gallons of water?
2. How long should I soak tableware in Soilmaster solution?
3. Do I have to rinse the tableware after soaking and washing it in Soilmaster? Why or why not?
4. Do I have to use aluminum with Soilmaster when I wash silverware and stainless steel?

LET'S TRY THIS

Listen and practice the dialogues.

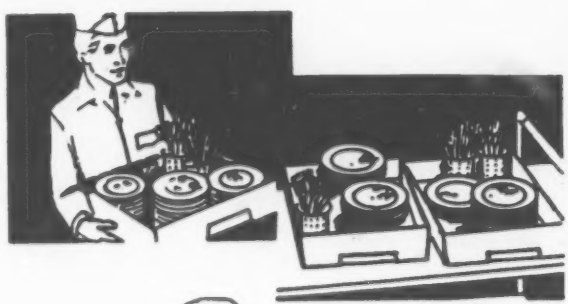
Dialogue 1

Ron: I'm about to get off now. Is there anything you want me to do?
Al: Did you collect the dirty rags?
Ron: No. Are they in the dishwashing area?
Al: Yes, in the mezzanine. Make sure you separate them from the linen.
Ron: No problem.

Dialogue 2

Marie: Watch out! You have to keep the floor clean.
Anna: All right.
Marie: And keep the floor dry. You don't want to slip and fall.
Anna: OK.

Dialogue 3



Ming: Warren, do you want me to remove the tub of dirty dishes?
Warren: Is it full?
Ming: No, not really.
Warren: Then leave it there. Let's clear the tables first.

Dialogue 4

Roy: Dave, you forgot to leave the tubs empty. Danny needs to use them right away.
Dave: Oh, that's right. I'll empty them now.

Dialogue 5

Jan: Should we set up the tables now?
Bill: I think we should wait a little while.
Jan: OK. I'll go get some more clean linen.

Dialogue 6

Jack: Keep the coffee pots full.
Sue: All right.
Jack: If they are empty, fill them up right away.
Sue: OK. What should we do if we run out of coffee?
Jack: Check all the coffee urns first. Then tell Den to make more.
Sue: OK, I'll do that.

LISTENING

A. Listen and fill in the blanks with the words below.

leave	set up	collect	remove	keep	if*

1. Don't close the door. _____ it open.
2. Don't _____ the cart in the elevator. Take it out.
3. If you _____ the dirty plates from the rack, we can use it again.
4. _____ the Solid Power bottle is empty, let Ernie know.
5. Ask Denny to make more coffee _____ the coffee urns are empty.
6. Go to the mezzanine and _____ all the silverware. I need it now.
7. A: Please help Denny _____ these breakfast carts.
   B: OK. What should I do?
   A: Put butter and salt and pepper shakers on the carts first. Then, Denny will tell you wath to do next.

8. A: _____ the tub of dirty utensils if it is full.
   B: Should I _____ them in the rack?
   A: No, put them in the sink.

9. A: Could you _____ the bottles and put them in the recycle bins?
   B: Glass bottles?
   A: Right, and then come help me _____ the tables for the next meeting.

B. Listen to the dialogues. After each dialogue, listen to two statements. Circle the right one.

Dialogue 1

1. a	2. a
b	b

Dialogue 2

1. a	2. a	3. a
b	b	b

Dialogue 3

1. a	2. a	3. a
b	b	b

Dialogue 4

1. a	2. a
b	b

Now, find a partner and practice the dialogues (on the next page). Switch roles when you finish. Remember: *talk* (not read) to your partner.

Student A

Dialogue 1

Jose: Excuse me.
Mary: .....
Jose: Could you collect all the dirty rags for me?
Mary: .....
Jose: OK. Thanks, Mary.

Dialogue 2

Ben: Mike, you need to remove everything from the tables before cleaning them.
Mike: .....
Ben: Put it back after cleaning.

Dialogue 3

Julie: Hi, Ali.
Ali: .....
Julie: Keep the floor clean and dry.
Ali: .....
Julie: You're right.

Dialogue 4

Wendy: Keep the kitchen area stocked with enough supplies.
Oscar: .....
Wendy: Check all shelves and storage areas first.
Oscar: .....
Wendy: If they are almost empty, put more supplies in.
Oscar: .....
Wendy: Thanks, Oscar.

Student B

Dialogue 1

Jose: .....
Mary: Yes, Jose?
Jose: .....
Mary: I'm busy right now. I can help you when I finsh the dishes.
Jose: .....

Dialogue 2

Ben: .....
Mike: OK, Ben.
Ben: .....
Mike: Yes, I will.

Dialogue 3

Julie: .....
Ali: Good morning, Julie.
Julie: .....
Ali: I will. I know wet floor can be dangerous.

Dialogue 4

Wendy: .....
Oscar: I'm sorry, Wendy, I don't understand.
Wendy: .....
Oscar: Yes...
Wendy: .....
Oscar: I see. I'll do that.

ROLE PLAY

Find a partner and role play the following situations. Fold the paper along the middle line and look at only your part. Student A starts first. Follow the example.

Example:

Student A	Student B
You don't know what to do with the mop and bucket. Ask Student B. Then, ask B what you should do with the rubber mats.	Tell Student A to leave the mop and bucket in the storage room. Then, tell A to clean the rubber mats and keep them dry.

Student A: Excuse me, John. What should I do with the mop and bucket?
Student B: Leave them in the storage room.
Student A: And what should I do with the rubber mats?
Student B: Clean them and keep them dry.

1.

Student A	Student B
Tell Student B to set up the banquet tables. Explain to B that he should remove everything on the tables, put table clothes and set Chinaware.	Tell Student A you don't know how to set up banquet tables. Ask A to show you how.

2.

Student A	Student B
Tell B to collect all soiled linen and leave them in linen baskets.	Tell Student A you'll do it right now.

3.

Student A	Student B
You finished all your work. Student B is very busy today. Help B.	Tell A to keep the electric heater truck full of dinner plates. Then, remove gray tubs of dirty dishes if they are full.

4.

Student A	Student B
Help Student B.	You need to remove all plates on the banquet tables and set up the tables again with Adriana Chinaware. Ask A to help you set up the tables.

LISTENING SCRIPT AND ANSWER KEY

UNIT 1

LISTENING -- p. 2

Listen and circle.

1. S	4. J	7. u	10. x	13. Joan
2. R	5. L	8. b	11. George	14. Allen
3. G	6. Z	9. p	12. Dennis	

Listen and write.

1. i
2. a
3. d
4. v
5. o
6. p

7. A: What's your name?
   B: Denny Chou.
   A: How do you spell it?
   B: It spells D-E-N-N-Y C-H-O-U.
   A: Thanks.

8. A: What's your name?
   B: Cleo Penn.
   A: C-L-E-O, P-E-N-N?
   B: That's right.

9. A: What's your last name?
   B: Moor. M-O-O-R.
   A: And your first name?
   B: Sue, S-U-E.
   A: Thank you.

10. A: My name is Lee Rogers.
    B: Could you spell it?
    A: Sure. L-E-E, R-O-G-E-R-S.
    B: Thank you.

Listen and circle. -- p.3

a. 1 b. 4 c. 15 d. 23 e. 66 f. 29 g. 44 h. 112 i. 501

Listen and write.

A. 14 44 15 21 56 64

B. I need 17 plates.
   We need 68 glasses.
   We have 501 chairs.
   There are 111 people tonight.
   There are 802 people in the banquet.
   The soup is for 340 people.

C. 775-8880
   774-0121
   421-1355
   532-0641

   What's your phone number?
   It's 644-9310.

   What's your work number?
   362-9578.

LISTENING -- p.18

A.

1. a. a dinner plate
   b. a salad plate
   c. a bread & butter plate

2. a. a soup bowl
   b. a cereal bowl
   c. a soup cup

3. a. a soup cup
   b. a soup bowl
   c. a monkey dish

4. a. a salad plate
   b. a bread & butter plate
   c. a dessert plate

5. a. a butter dish
   b. a bread and butter plate
   c. a base plate

6. a. a base plate
   b. a black rim plate
   c. an octagonal plate

B.

(b) 1. a dessert plate
(c) 2. a bread and butter (B&B) plate
(b) 3. a cereal bowl
(a) 4. a demitasse saucer
(a) 5. a butter dish
(b) 6. a monkey dish

C.

(b) 1. A: Jose, I need some dessert plates.
B: How many?
A: 15.
B: OK. I'll go get them right away.

(a) 2. A: We need 5 dinner plates.
B: Dinner plates?
A: Right.
B: All right. I'll go get them right away.

(b) 3. A: Danny needs more dinner plates.
B: Crosshatch?
A: Right.
B: Over there.
A: Thanks.

(b) 4. A: What's this?
B: It's a grapefruit bowl.
A: Is it also called cereal bowl?
B: Yes, you're right.

(b) 5. A: We need more coffee cups.
B: Here you are.
A: Now we need more coffee saucers.
B: No problem. I'll go get them right away.

(c) 6. A: Jose, where are the tea saucers?
B: Which pattern?
A: Syracuse.
B: They are in the mezzanine.
A: Thanks.

(b) 7. A: I need more dishes.
B: Butter dishes?
A: No. Just some small dishes for the meat sauce.
B: OK. I'll be right back.

(b) 8. A: Jose, I need some monkey dishes. Where are they?
B: In the mezzanine.
A: Thanks.

(c) 9. A: Jose, Denny needs 80 monkey dishes for the banquet.
B: Crosshatch pattern?
A: That's right. Thank you, Jose.

UNIT 2

WHAT DO THEY SAY? -- p.12

(Suggested answers)

1. "Hi, how are you?" "Fine."
   OR
   "Hi, John" "Hi."
2. "Good morning."
   OR
   "Hi."
3. "Hi, Jane."
   OR
   "Bye.
4. "Bye/See you later."
5. "How are you, Jane?" "Fine."
   OR
   " Good morning, Jane." "Good morning."
6. "Excuse me!"
   OR
   "Have a nice day/evening."
7. "Excuse me."

WRITING -- p.12

1. How are you, Jose?
2. Hi. Good morning.
3. Have a good evening.
4. Excuse me, sir.
5. Excuse me, on your left.
6. Excuse me.

WRITING -- p. 15

UNIT 3

LISTENING -- p. 21

A.

1. YES The tea cups are on the table.
2. YES The tea cups are under the table.
3. NO The tea cups are *above* the saucers. (*in front of)
4. YES The tea cups are to the right of the saucers.
5. NO The tea cups are *on top of* the plates. (*to the left of)
6. YES The tea cups are between the plates.
7. NO The tea cups are *in* the rack. (*on top of)
8. YES The tea cups are underneath the rack.
9. NO The tea cups are *behind* the bowls. (*between)
10. YES The tea cups are to the left of the bowls.

C. -- p. 24

1. Where is the tea pot?	*behind the tea cup (and saucer)*
Where are the tea cup/saucer?	*in front of the tea pot, or between the tea pot and napkin*
2. Where is the bowl?	*on the top shelf*
3. Where is the cheese?	*in the cheese dome*
4. Where is the cake?	*on the cake stand*
5. Where are the water cups?	*to the right of the spoon*
Where are the napkins?	*in front of the cups, or next to the spoons*
6. Where is the knife?	*to the left of the (soup) spoon*
Where are the spoons?	*between the knife and forks*
Where are the forks	*to the right of the spoons*
7. Where is the gooseneck?	*behind the pie*
Where is the knife?	*in front of the pie server*

COMPASS ROSE & ADRIANA PATTERNS -- p.25

1. NO 2. YES 3. NO 4. NO

LISTENING -- p.26

A.

1.	2.	3.
a. a tea cup	<u>a. a soup crock</u>	a. a tea saucer
<u>b. a demitasse cup</u>	b. a soup cup	b. a tea cup
c. a soup cup	c. a soup plate	<u>c. a tea pot</u>

4. a. a creamer
b. a ramekin
c. a monkey dish

5. a. a dessert plate
b. a dinner plate
c. a silver base plate

6. a. a supreme insert
b. a silver base plate
c. a B&B plate

B.

(c) 1. a dessert plate
(b) 2. a base plate
(b) 3. a dinner plate, Compass Rose pattern
(c) 4. a soup cup
(a) 5. a ramekin
(b) 6. a creamer, Adriana pattern
(b) 7. a tea pot
(a) 8. an octagonal dinner plate

C.

(b) 1. A: John, I need a bed and breakfast plate.
B: One bed and breakfast plate?
A: Right.

(c) 2. A: Excuse me. I need an octagonal plate.
B: An octagonal plate?
A: That's right.

(a) 3. A: I need one more dinner plate for the banquet.
B: What pattern?
A: Uh... the white one. Adriana pattern.

(b) 4. A: The guest needs a soup crock.
B: A soup cup?
A: No. A soup crock for French onion soup.

(a) 5. A: Denny needs a ramekin.
B: A napkin?
A: No. A ramekin.
B: Oh, a ramekin. Over there.

(b) 6. A: Where is the Compass Rose creamer?
B: Over there, at the dishwashing machine.
A: I see. Thank you.

(c) 7. A: We need a tea lid for the Compass Rose restaurant.
B: The red one?
A: That's right.

(a) 8. A: We need a dinner plate.
B: Here you go.
A: No, we need an octagonal plate.

LISTENING -- p. 28

A.

1. go get	4. take	7. Go, get	10. take, bring
2. get	5. get	8. need	11. get
3. bring	6. bring	9. go get	12. need

B.

Dialogue 1

(Mary and Jose are in the kitchen area.)
Jose: Excuse me, Mary.
Mary: Yes?
Jose: Could you go get some racks for me?
Mary: Sure.

1. a. Mary helped Jose.
   b. Mary didn't help Jose.

2. a. Mary brought some racks for Jose.
   b. Mary needs some racks.

Dialogue 2

(Ben and Mike are in a banquet room.)
Ben: Hey, Mike.
Mike: Hi, good afternoon. Oh Ben, could you get me a round tray?
Ben: What size?
Mike: Small.
Ben: OK, Mike. I'll be right back.

1. a. Mike and Ben talked in the morning.
   b. Mike and Ben talked in the afternoon.

2. a. Ben needed a round tray.
   b. Mike needed a round tray.

3. a. Mike needed a small round plate.
   b. Mike needed a small round tray.

Dialogue 3

(Julie and Adam are in the kitchen area.)
Julie: Good morning, Adam.
Adam: Good morning. Julie, could you take these butter bowls to Danny?

Julie: Where is he?
Adam: In the mezzanine.
Julie: OK.
Adam: Thank you, Julie.
Julie: You're welcome.

1. a. Julie and Adam talked in the morning.
   b. Julie and Adam talked in the afternoon.

2. a. Danny was in the men's room.
   b. Danny was in the mezzanine.

3. a. Adam took the butter bowls to Danny.
   b. Julie took the butter bowls to Danny.

Dialogue 4
(Oscar and George are setting up banquet tables.)
Oscar: Excuse me, George.
George: Yes?
Oscar: Would you bring me some saucers?
George: How many?
Oscar: Mm...16. And give some to Javier, too.
George: All right. I'll be right back.
Oscar: Thank you.

1. a. Oscar needed some meat sauce.
   b. Oscar needed some saucers.

2. a. George needed some saucers.
   b. George brought saucers to Oscar and Javier.

READING/WRITING -- p. 35

1. Excuse me?
2. In the rack?
3. 13 or 30?
4. What did you say?
5. I'm sorry, I don't understand.

LISTENING -- p. 38

A.

1. put
2. Sort
3. fill
4. cut
5. make
6. ran out of
7. fold, Fold
8. Put
9. make, make, ran out of
10. fill
11. cut, cut
12. sort

B.

Dialogue 1

(Ben and Mark are at the dishwashing machine.)
A: Ben, can you help me?
B: Yes, Mark?
A: Help me fill up the dishwasher's container with detergent.
B: I'm sorry, I don't understand.
A: That's OK. I'll ask Jeff.

1. a. Ben filled up the dishwasher container.
   b. Ben didn't.

2. a. Denny will ask Jeff to help.
   b. Jeff will fill up the dishwasher container.

Dialogue 2

(Joe and John are talking in the hallway.)
A: Good afternoon, Joe.
B: Hi, John. How are you?
A: Fine. Do you happen to know where they put the demitasse cups?
B: What did you say?
A: Where are the demitasse cups?
B: They are in the dollies next to the carts.
A: Oh, I see them. Thank you.

1. a. Joe and John talked in the morning.
   b. Joe and John talked in the afternoon.

2. a. John put the demitasse cups in the dolly.
   b. John didn't know where the demitasse cups were.

3. a. The demitasse cups were in the box next to the car.
   b. The demitasse cups were in the dollies next to the carts.

Dialogue 3
(Dave and Danny are talking in a banquet room.)
A: Danny, I need you to fold the napkins.
B: OK...these napkins?
A: Yeah, and set them on the table.
B: On every table?
A: Right. Thanks, Danny.
B: No problem, Dave.

1. a. Danny needed to fold the napkins.
   b. Danny needed to fold the table linen.

2. a. Danny needed to set a meeting.
   b. Danny needed to set the napkins on the tables.

3. a. Each table should have napkins.
   b. Danny needed to fold the tables.

Dialogue 4
(Ron is talking to someone in the kitchen.)
A: Ron, how should I cut these lemons?
B: Cut them in half, then slice them into wedges.
A: Like this?
B: No, cut them in half first.
A: Oh, I see!

1. a. Jeff needed to cut the lemons in half.
   b. Jeff needed to slice the lemons.

2. a. Jeff knew how to cut the lemons.
   b. Jeff should cut the lemons first, then slice them.

UNIT 5

GETTING READY -- p.42

1. Bad idea (*The person may not be tall enough to reach the boxes safely.*)
2. Bad idea (*You may fall and hurt yourself.*)
3. Bad idea (*You or the boxes may fall.)*
4. Good idea
5. Good idea
6. Bad idea (*Both the shelf and the boxes may fall and hit you.)*

LISTENING -- p. 44

1. A: Hey, watch out! You spilled something.
   B: Oh, I'm sorry. I'll clean it up.
   2 Wipe up any spills.

2. A: Jose, can you give me a hand?
   B: Sure, what's the problem?
   A: I can't reach that box.
   B: Oh, sure. Let me find a ladder.
   3 Use ladders to reach high places.

3. A: Julio, can you move those boxes? They are blocking the door.
   B: Sure, I'll move them.
   A: Thanks.
   5 Don't block doorways.

4. A: Javier, you'll have to smoke outside.
   B: Oh, okay.
   7 No smoking.

READING -- p. 45

a. Roll up sleeves.
b. Don't lean over the machine.
c. Don't run.
d. Lift correctly.
e. "Excuse me."

LISTENING -- p. 46

1. A: You'll have to ties your hair up when you operate this machine.
   B: OK, I understand.
   Tie up hair OR *Keep hair tied up.*

2. A: Jorge, be careful. Roll up your sleeves when you operate that machine.
   B: OK, I will.
   Roll up sleeves.

3. A: Lydia, you're not allowed to wear jewelry when you're operating the dishwashing machine.
   B: Oh, I didn't know that.
   Don't wear jewelry.

4. A: Miguel! Be careful! You could hurt yourself leaning over the dishwashing machine like that.
   B: Oh, I see. Thanks for telling me.
   Don't' lean over the machine.

WRITING -- p. 46

1. You must keep the work area clean.
2. You must wipe up any spills.
3. You must use ladders to each high places.
4. You can't stand on boxes.
5. You must keep aisles clear.
6. You can't block doorways.
7. You can't smoke.
8. You can't run.
9. You must roll up sleeves.
10. You can't lean over the machine.
11. You must lift correctly.

LISTENING -- p. 50

A.

1. empty	4. Clear	7. clear	10. clean, mop
2. polish	5. clean	8. clear	
3. sweep	6. mop	9. polish	

B.

Dialogue 1

(Jose and Jesus are talking in the kitchen area.)

Jose: Jesus, you need to sweep and mop the floor.
Jesus: Yes, I know.
Jose: Make sure you move the carts and dollies around to clean underneath.
Jesus: No problem, Jose.

1. a. Jesus needs to sweep and mop the floor.
   b. Jesus needs to clean the carts and dollies.

2. a. Jose has no problem.
   b. Jesus needs to clean the floor under the carts and dollies.

Dialogue 2

(Joe and Ann are in the kitchen area.)

Joe: Ann, I need help here.
Ann: Coming...
Joe: Empty the coffee makers, clean them up, and fill them with water.
Ann: Sure.
Joe: Thank you. I'll make coffee later
Ann: You're welcome, Joe.

1. a. Ann needs help.
   b. Joe needs help.

2. a. Ann needs to empty the coffee makers first, then clean them.
   b. Ann needs to fill the coffee makers with water first, then clean them.

3. a. Joe will make coffee right away.
   b. Joe will make coffee later.

Dialogue 3

(Julio and Maria are talking in the kitchen area.)

Mario: Good morning, Julio.
Julio: Good morning. Oh, Mario, could you help me with the silverware?
Mario: Yes?
Julio: Could you sort it and polish it for me?
Mario: I'm really busy now. Can you ask Javier to help you?
Julio: That's OK.
Mario: I'll clear these tables for Denny first. Then I'll come help
Julio: OK. Thank you, Mario.

1. a. Mario talked to Julio in the morning.
   b. Mario talked to Julio in the afternoon.

2. a. Mario helped Julio right away.
   b. Mario didn't help Julio right away.

3. a Mario needs to polish the silverware first.
   b. Mario needs to clear the tables for Denny first.

Dialogue 4
(Di and Al are in the kitchen.)
Di: Hi, Al. How are you doing?
Al: Fine, Di. I'm cleaning these greasy rubber mats.
Di: Good. They could be dangerous.
Al: Yeah. Better safe than sorry!

1. a. Di knows Al well.
   b. Di doesn't know Al.

2. a. Greasy rubber mats are dangerous.
   b. Greasy rubber mats are safe.

UNIT 6

READING -- p. 56

1. Jet-Dry	a	b	c	d	e	f	g	j	l	
2. Tetrox	-	b		d	e	f	h	j		
3. Lime-A-Way	a		c	d		f	h	i	k	l
4. Soilmaster	a			d	e	f	g h	j		

JET-DRY -- p.57

1. NO
2. NO
3. YES
4. YES
5. YES
C

TETROX -- p. 58

1. NO
2. NO
3. YES
4. YES
5. NO
6. YES
7. YES

LIME-A-WAY -- p. 60

A.

COFFEE URNS
DISHMACHINES
ALUMINUM EQUIPMENT
STEAM TABLES
STAINLESS STEEL EQUIPMENT
DRINKING FOUNTAINS
TOILETS
TILE WALLS
KITCHEN SINKS
UTENSILS

B.

1. a,b
2. c
3. a,b,c,d

MIKRO-QUAT -- p. 62

1. c
2. c
3. b

SOILMASTER -- p. 64

A.

1. YES You can only mix Soilmaster with water.
2. NO Add more Soilmaster for soaking silverware than stainless steel.
3. YES Use Soilmaster in hotels, restaurants and hospitals.
4. YES Clean up food from the tableware before you soak them in Soilmaster solution.

B.

1. BAD IDEA--"DO NOT POUR SOILMASTER OVER FLATWARE."
   Jane: I don't have time to presoak the flatware.
   Oliver: That's OK. Just pour Soilmaster over the it. It's faster.

2. GOOD IDEA--"Change soak solution when the water gets dirty."
   Jane: How long have you soaked the flatware?
   Oliver: About 15 or 20 minutes.
   Jane: Well, the soak solution is dirty.
   Oliver: All right. I'll change it.

3. GOOD IDEA--Use warm (120°-140°F) water.
   Oliver: Don't use hot water, Jane.
   Jane: Excuse me?
   Oliver: Use warm water to mix Soilmaster.

4. BAD IDEA--"If swallowed, DO NOT induce vomiting."
   Jane: Oliver, can you come over here, please? Jason just drank the Soilmaster.
   Oliver: I see. Make him gag and vomit. Quick! We need to empty his stomach and make what he swallowed out!

C.
1. One cup (8 oz.)
2. 20-30 minutes
3. Yes, because Soilmaster contains enzyme which should be rinsed off before running the tableware through the washing machine.
4. Yes. "Line sink or pan with aluminum foil, bars or grids" but "DO NOT USE ALUMINUM WHEN SOAKING STAINLESS STEEL."

LISTENING -- pp. 66-67

A.

1. Leave	4. If	7. set up
2. leave	5. If	8. Remove, leave
3. remove	6. collect	9. collect, set up

B. -- p.67

Dialogue 1
(Jose and Mary are in the kitchen area.)
Jose: Excuse me.
Mary: Yes, Jose?
Jose: Could you collect all the dirty rags for me?
Mary: I'm busy right now. I can help you when I finish the dishes.
Jose: OK. Thanks, Mary.

1. a. Jose needs all the dirty rags.
   b. Mary needs to finish all the dirty rags.

2. a. Mary can help Jose right now.
   b. Mary can help Jose later.

Dialogue 2

(Ben and Mike are in a banquet room.)
Ben: Mike, you need to remove everything from the tables before cleaning them.
Mike: OK, Ben.
Ben: Put it back after cleaning.
Mike: Yes, I will.

1. a. Mike needs to move the tables.
   b. Mike needs to clean the tables.

2. a. Mike should clean everything on the tables.
   b. Mike should clear the tables before cleaning them.

3. a. When Mike finishes cleaning, he should put everything back to the tables.
   b. Mike should put the table back.

Dialogue 3

(Julie and Ali are in the kitchen.)
Julie: Hi, Ali.
Ali: Good morning, Julie.
Julie: Keep the floor clean and dry.
Ali: I will. I know wet floor can be dangerous.
Julie: You're right.

1. a. The floor should always be clean and dry.
   b. Ali should keep himself clean and dry.

2. a. Dry floor is dangerous.
   b. Wet floor is dangerous.

3. a. Julie knows Ali well.
   b. Julie doesn't know Ali well.

Dialogue 4

(Wendy and Oscar are in the hallway.)

Wendy: Keep the kitchen area stocked with enough supplies.
Oscar: I'm sorry, Wendy, I don't understand.
Wendy: Check all shelves and storage areas first.
Oscar: Yes...
Wendy: If they are almost empty, put more supplies in.
Oscar: I see. I'll do that.
Wendy: Thanks, Oscar.

1. a. The kitchen area always has enough supplies.
   b. The kitchen area should always have enough supplies.

2. a. Oscar should empty all shelves and supplies.
   b. Oscar should put more supplies on the shelves.